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ABSTRACT

The final six months of the Community Family Day Care Project are reported, together with a summary of the total project, recommendations for the future, and an analysis of the cost of replicating such a project. In the final six months of the project, the staff was concerned with building supports for the self-help organization Women Attentive to Children's Happiness (WATCH); learning more about how to develop and implement curriculum that would fit the needs of Family Day Care Mothers; understanding and meeting the needs of parents in finding family day care placements; and assessing student placements in family day care settings. The first five chapters of the report discuss these activities. In Chapter 6, Summary of Work Accomplished, the supports that the project utilized to enhance and extend programs for the children, their families, and the Family Day Care Mothers are discussed. Services considered successful in relation to Family Day Care Mothers were center meetings, the provision of Field Demonstration Assistants as back-up for Family Day Care Mothers, enhancing the knowledge and utilization of existing community resources, the Monthly Bulletin, college classes, WATCH, the Mothers' Club Cooperative Nursery School, and information service, the "Fix-it" person, and a no-interest loan fund. Conclusions and recommendations are found in Chapter 7. The over-all recommendation is that FDC should be supported and improved, not changed. Cost issues that should be considered in planning a process similar to the CFDC Project are presented in Chapter 8. The costs relate to personnel, the environment, material, and miscellaneous costs. Eight appendixes provide supporting material. (DB)

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FINAL REPORT
COMMUNITY FAMILY DAY CARE PROJECT

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CONTENTS

INTRODUCTION		1
PART I	THE COMMUNITY FAMILY DAY CARE PROJECT August 1, 1972 - January 31, 1973	2
1.	WATCH	4
2.	FAMILY DAY CARE CERTIFICATE COURSE	30
3.	INFORMATION SERVICE	50
4.	DAY CARE NEEDS OF A COMMUNITY	56
5.	STUDENT PLACEMENTS	62
PART II	THE COMMUNITY FAMILY DAY CARE PROJECT August 1, 1970 - January 31, 1973	66
6.	SUMMARY OF WORK ACCOMPLISHED	67
7.	CONCLUSIONS AND RECOMMENDATIONS	74
PART III	COST CONSIDERATIONS FOR THE COMMUNITY FAMILY DAY CARE PROJECT	83
8.	COST ISSUES	84
APPENDICES		91
BIBLIOGRAPHY		103

INTRODUCTION

Obituaries in the daily paper usually refer to the dates of birth and death of the deceased, telling about his accomplishments and listing the family survivors.

This is an obituary for a federally funded demonstration project, which will have many similarities but some differences when compared to a "people-type" obit. Put into a few words, the obituary for this program might read as follows:

> The Community Family Day Care Project was born on August 1, 1970 from a marriage of funds supplied by Children's Bureau, Office of Child Development, Department of Health, Education and Welfare, with ideas and concepts from Pacific Oaks College, Pasadena, California.
>
> After a short, but energetic, life, the Project died at two-and-one-half years of age, on January 31, 1973. Its life was characterized by much exploration, experimentation; failures and successes.
>
> The Project is survived by WATCH and many others who believe in the potential of family day care as a developmental child rearing environment. The family requests that in lieu of flowers, additional support be provided to family day care mothers all over the country.

This final report will not cover any of the material we have already described in previcus reports to the Office of Child Development (Sale with Torres, 1971; Sale, et al, 1972). It will be a report on the final six months of our Grant*; a summary of our total Project, with recommendations for the future; and an analysis of the cost of replicating such a Project.

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* Grant # OCD-CB-10 (C2)

CFDC Project = Community Family Day Care Project
FDCM = Family Day Care Mother; FDC = Family Day Care
WATCH = Women Attentive to Children's Happiness, a self-help organization

PART I

THE COMMUNITY FAMILY DAY CARE PROJECT

(August 1, 1972-January 31, 1973)

In the final six months of the Project, the staff was concerned with building supports for the self-help organization, WATCH; learning more about how to develop and implement curriculum that would fit the needs of FDCMs; understanding and meeting the needs of parents in finding FDC placements; assessing student placements in FDC settings. The tasks that the staff had established for itself had to be telescoped in terms of time: we had anticipated a full year of funding but found that we had been granted only a six month life in which to accomplish our goals. As a result, our work was sometimes frantic and often lacked the balance which adequate time permits. For example, in our work with students and their placements in the FDC homes, we found that a semester did not provide enough time for the students to work through the cycle of learning they were experiencing; a year was needed for the growth and development of most FDAs (this will be discussed later in the report).

Cynthia Milich, who had helped us with the research aspect of the demonstration, became ill and had to leave the program in July, 1972. Since we knew of the Project's impending termination, the staff sought a person who would help to build the fledgling organization of WATCH, document what went into the process, and evaluate the techniques and methods used. Lee Staples, a young man who had had some organizing and research experience

joined the staff as Organization Developer in September, 1972. His report on his work with WATCH will be found in Chapter I.

The courses that had been offered to FDCMs in the first two years of the Project were not meeting all our expectations. We had worked intimately with FDCMs and had tried to convey to others exactly what we felt should be offered in a college course that focused on the home and the families with whom we worked. Since we were unable to find an "outsider" to present a course relevant to FDCMs, it was necessary for the staff to assume this responsibility. Yolanda Torres explains why, how and what we did in Chapter 2.

Understanding and meeting the day care needs of a community was a huge job that could only be handled in a modest way. We attempted to refine and at the same time broaden our Information Service to parents who inquired about placements for their children. Maxine Davis was responsible for this aspect of the program.

In addition, we assigned to Jim Nicholie the job of helping a small neighborhood living unit define its day care needs. His narration should help us to understand, "loud and clear", that many would "rather do it myself" when it comes to making decisions about the day care of <u>their</u> children.

Chapter 5 is a description of, and some of the thinking we have done about, student placements in FDC homes. This was an essential piece of our program, and we hope it conveys some of the joys and pitfalls of such an undertaking.

Although it would seem that each staff member had a specific area of responsibility, we all, in fact, pitched in and each had the experience of contributing ideas and person-power to each undertaking. This was not a neat and tidy program--sometimes it became downright messy--but the staff took the time to evaluate, criticize, and redirect our path so that some order and learning came out of what may have seemed chaos.

CHAPTER 1

WATCH

WATCH (Women Attentive to Children's Happiness) is an organization whose goal is: "To promote quality Family Day Care." A majority of the organization's members are women who currently are providing FDC in their own homes. The group was organized by members of the Project staff, and professional assistance was offered to WATCH as long as the Project was in existence.

As early as the summer of 1972, WATCH members expressed a desire to continue their organization beyond the formal termination of the CFDC Project. Since the group was very dependent on the assistance of the Project staff, there was a general fear among members and staff alike that WATCH might not be able to survive once the Project ended. Thus, from September, 1972 until the termination of the Project, the staff and the organization's members mounted a combined effort to help develop WATCH to the point where it could stand alone without professional assistance.

This was no easy task, and this brief report cannot hope to convey the amount of time and energy expended by both Project staff and WATCH members. Some of the special problems facing the organization are listed below, along with (we hope) a description of their resolution.

Formation of Interest Groups

FDCMs work extremely long hours; understandably, many are unable or unwilling to devote much time to attending organizational committee meetings. In similar situations, many organizations have relied upon the efforts of a small, select group of members who increasingly take on more and more responsibilities. However, in order for an organization to be fully viable and democratic, it is important that a significant portion of the membership be involved in organizational activities.

Frequently, it is the organizer's job to make sure that there is broad participation by the members. Without full-time staff there was a very real danger that many WATCH members might begin to drift away from the group, while a small number of members began to define the nature of the organization.

Since the role of the Project staff would be eliminated, it was important to develop alternative ways of encouraging a high percentage of the membership to actively participate in group activities and decisions. Therefore, the Organization Developer suggested an organizational structure which might involve a greater number of members in committee work. Since most members have difficulty attending extra committee meetings, it was decided to have committees meet during the monthly WATCH meetings. Three general committees--called "Interest Groups"--were formed, and every WATCH member was asked to join one of the three groups.

The Benefits and Services Interest Group would be concerned with: setting up an Information Service for WATCH members, deciding procedures and guidelines for a back-up plan to assist FDCMs who need temporary substitutes, and arranging economic benefits and discounts for all WATCH members. The Communications Group would be responsible for the WATCH Newsletter,

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recruitment of new members, and general publicity. The Education Interest Group would plan special programs for monthly WATCH meetings and other activities which help to raise the image of FDC. New WATCH projects would be added to each of the three Interest Groups in the future.

Thus, all members who attended a monthly WATCH meeting would attend a committee meeting. Of course, this did not insure that everyone would become actively involved in organizational work; however, such a structural change would improve the chances for broad-based, democratic participation.

In the past, the staff had expended a great deal of time and effort attempting to keep WATCH open and attractive to a wide socioeconomic range of FDCMs. With the projected end of staff involvement, there was a concern that some of the more articulate, middle-class women might begin to set the tone of the organization to such an extent that other members would be "turned off." Such domination by a small group of WATCH members most likely would not be a conscious attempt on their part to exclude different types of people; however, the end result might prove equally restrictive.

Since many members cannot make extra committee meetings and since the Project staff also might be unavailable for many of those meetings, such extra meetings might have the effect of concentrating power and decision-making in the hands of a very few people who could attend. While WATCH members are neither power hungry nor particularly undemocratic, such an "elite through attrition" might create serious organizational problems. On the other hand, Interest Groups which meet at each monthly WATCH meeting would maximize the chances for keeping power and decision-making spread out.

Open committees make it possible for "second line" leadership to develop and grow. Also, new members who might join a few months after annual

elections have been held, still can get involved in positions of responsibility by joining committees. Each Interest Group would elect a chairman, and gradually the chairman would begin attending Executive Board meetings.

In September, the Executive Board was composed of the five elected officers (President, Vice-President, Treasurer, Recording Secretary and Corresponding Secretary) and two at-large members appointed by the President. The Organization Developer felt that it was not advisable to have the President appoint two at-large members. Such a structure would make it easy for the President to abuse her power and appoint two friends, thus "packing" the Executive Board. Of course, power plays are not common in WATCH (in fact, much the opposite dynamic operates at present); nevertheless, another danger exists. While the President may have no designs for personal power, there might be a tendency to appoint people with whom she would be most comfortable. Such a situation would have the effect of defining the personality of the organization and, again, other types of members might be "turned off" and drop out.

Interestingly, the appointment of the two Executive Board members was used for precisely the opposite reason in the past: The staff, concerned that the organization might turn all white and middle-class, had convinced the President to appoint minority group members to the two Executive Board positions. Since there would be no Project staff in the future, there were serious doubts that the selection of appointees would continue to be used to broaden the membership of the group.

On the other hand, committee chairmen elected by the members of each Interest Group would be chosen in a reasonably democratic manner. Because of this fact, the Organization Developer recommended a structural change which would replace the two at-large appointees on the Executive Board

with the three elected Interest Group chairmen. However, the present appointees were named to the Board after the annual election held in June, 1972, and a change would be unwise during their term of office. Rather, the staff felt it would be better to have the three Interest Group chairmen also attend the Executive Board meetings and hold off the discussion of further structural changes until the following spring.

Thus, Interest Groups were formed in an effort to prevent the rise of an oligarchic structure. Hopefully, by involving as many WATCH members as possible in committee work, the organization would remain basically democratic, a condition which the Project staff felt was crucial to the success of WATCH.

Services

WATCH is a combination service organization and social group. Until September, 1972, services such as Referrals, a Toy Loan, a Newsletter, cooperative buying, a No-interest Loan Fund, and lining up substitutes for FDCMs, were administered almost entirely by the Project staff. Indeed, such benefits were not limited to WATCH members but had been extended to all FDCMs involved with the Project.

Since the Project and the staff were to terminate on January 31, 1973, it was imperative that WATCH take on the responsibility for providing these services in the future. In order to strengthen the group and prevent overexpenditure of organization funds, the Executive Board of WATCH decided that all the benefits and services of WATCH would be made available only to dues paying members, starting in February, 1973. A letter to this effect was sent to everyone on the mailing list (see Appendix A), which included about 50 non-members, in an effort to increase the organization's membership. However, before implementing this policy, it was necessary for WATCH

to begin setting up new systems for the provision of the aforementioned services. A description of the process involved follows.

Newsletter

During the second year of the Project, the Newsletter was produced almost entirely by the staff. In September, 1972, a meeting of all the WATCH members interested in working on the Newsletter was held, and seven members and two of the Project staff attended. We talked about placing the Newsletter under the Communications Interest Group and making it exclusively a WATCH project.

It was agreed that there should be organized departments and a Newsletter staff composed of WATCH members with specific responsibilities. Suggestions for the departments included helpful hints, recipes and nutrition information, health news, coming events, want ads, book reviews, letters to the Editor, and a variety of other subjects. The group decided to set up these specific departments and find people to do the work at the first meeting of the Communications Interest Group, which would be at the next WATCH meeting.

Unfortunately, the September issue of the Newsletter was long overdue when this meeting was held. Consequently, it was decided that the September issue should be omitted and an October edition produced as soon as possible. Ideally, the Newsletter should come out at the beginning of each month, before the monthly WATCH meeting, since it will be the primary source of WATCH notices, announcements, and coming agendas. The Editor and her committee agreed that it was important to establish a schedule, complete with deadlines, so that the Newsletter will appear regularly, prior to the WATCH meeting at the beginning of each month.

In order to begin such a schedule, it was necessary to do the October Newsletter very quickly. This meant that much of the work was done by

only the Editor and the Project staff. There was not sufficient time to find people to do the work, divide up responsibilities, produce the copy, et cetera. Therefore, the October issue saw very few changes from previous issues. However, there was an announcement that henceforth the Newsletter would be a part of WATCH and volunteers were needed to help produce it.

Shortly after the October Newsletter appeared, the WATCH meeting was held and Interest Groups met for the first time. The Communication Interest Group established some general departments; people assumed specific responsibilities. There was a discussion of costs and it was decided that the former process of xeroxing at 3¢ per page was too expensive. The Project was given a used ditto machine, but everyone present had strong objections to this process because of frequent smearing and blurred type. Pacific Oaks College agreed to give WATCH access to a mimeograph machine, so the group chose to try this process.

After very little discussion, there also was a recommendation that the Newsletter be free for all dues paying WATCH members and available by subscription or a per copy price for all others. The group felt that the main purpose of the Newsletter should be for internal communication among WATCH members. In the past, the Newsletter had gone out to many outside groups at various universities and agencies. Such a broad exposure certainly enhances the group's publicity. However, there often is a tendency for organizational Newsletters to become very "slick" and gear themselves for outside audiences. The Interest Group felt that while publicity was important, it was even more necessary for the members to have their <u>own</u> Newsletter. Therefore, the Newsletter staff encouraged <u>all</u> WATCH members to contribute, regardless of how well they wrote. A deadline of the last Monday of each month was set for the submission of contributions to the

month's Newsletter.

The November issue of the Newsletter was written, typed, mimeographed, and mailed almost entirely by WATCH members. The Project staff felt that there should be no interference with the content of future Newsletters unless there was an item clearly destructive to the organization. The Newsletter should reflect the views and philosophies of the FDCMs in the organization. While the Project staff might easily help the mothers improve the quality of the writing in the Newsletter, such an intrusion would prove more harmful than helpful in the long run.

However, the Project staff was concerned with helping the members improve the process of writing and producing the Newsletter. In order to save money as well as enhance the Newsletter design, the organization had covers printed, bearing the new WATCH emblem. (All work and materials were given at cost by a printer who was a close friend of a WATCH member.) The monthly issue of the Newsletter is stapled inside the cover, then folded in half to form a sort of envelope, complete with a pre-printed return address.

The November Newsletter was typed by a dues paying WATCH member who is the parent of a child in FDC, rather than an actual FDCM.

The December issue of the Newsletter was again excellent (see Appendix B). More and more WATCH members were making contributions to the Newsletter, and so far the operation had not been unduly centralized in the hands of a few people. The Project staff had frequent conversations with the Editor regarding this point, and she made a conscious effort to involve as many members as possible.

December also marked the last month that non-paid members received the Newsletter free. A notice to this effect, accompanied by a "pitch" to join WATCH, appeared in the December issue. A small number of Newsletters will be on sale at WATCH meetings for 10¢ per copy. Non-members

also may subscribe for $1.00 per year.

In January, a number of Newsletters were sent to various local agencies, with a letter urging those agencies to subscribe. Complementary subscriptions were given to other individuals and agencies whose services had benefitted the organization in the past. A mechanism also was set up to insure that new paid members would be added to the existing list of members, which the Newsletter Editor has.

The Newsletter appears to be quite sound. Deadlines are all being met, and a significant portion of the membership has contributed. An Assistant Editor will be chosen by the Communications Interest Group at the February meeting. Several new departments have been added to the Newsletter, and as the Project ends, its future looks promising.

Co-op Buying and Discounts

From the initiation of the FDCMs' organization, several household or food items usually were offered at a discount as part of a limited cooperative buying effort at each monthly meeting. The Project staff did almost all the work involved, which included: taking orders in advance from WATCH members; placing orders; buying goods from various companies; picking up the goods purchased; cutting up and packaging items such as cheese (perhaps the most popular co-op item); moving the goods to the WATCH meetings; selling the items at the WATCH meetings (a time-consuming process involving making change and "hustling" left-over items); and finally disposing of the items not sold at the WATCH meetings (this sometimes meant taking time to make deliveries to various homes).

Some of this work could have been eliminated by instituting a more efficient cooperative buying system. Nevertheless, even if the system were improved, there still would be a great deal of work for someone to do.

Since there soon would be no paid staff, the job of running the co-op probably would fall on the WATCH mothers. After polling the organization members, it was apparent that no one had the time nor inclination to do the work necessary to make the co-op work.

Furthermore, most WATCH members were not particularly happy with the way the co-op had functioned. Some complained that the savings on the items offered amounted to only a few pennies; in fact, at times the large discount markets might even beat the co-op prices. Others felt that there wasn't a sufficient variety of items offered. In short, few WATCH members seemed concerned as to whether the co-op continued or not.

At the October Executive Board meeting, a decision was made to discontinue the co-op buying. In order to replace this benefit, an effort was begun to line up discounts at various local stores for all WATCH members. If successful, such a system would simplify things a great deal: WATCH members would merely present their membership cards to the store owners and then receive the appropriate discount. Hopefully, such discounts also would enable organization members to save more money than the old co-op buying system.

Store owners usually grant discounts to organizations in order to further their own self-interest. Usually both parties to such a discount are benefitted. The organization members are able to save money by buying goods and services at a cheaper price. As more and more organization members begin to take advantage of the discounts, the store owner begins attracting new customers. Thus, while he cuts his margin of profit, he is able to more than offset any losses by increasing the volume of business. In short, organization members save money while the store owner makes more money. Robert LaCrosse, President of Pacific Oaks College, wrote a letter

to prospective store owners who might offer a discount (see Appendix C).

In general, the more members (potential customers) an organization has, the better its chances for making a discount arrangement. However, some stores grant discounts to various service organizations which may have rather small memberships. Such stores manage to enhance their own self-interest not so much by directly increasing business as by improving their "community image." Since WATCH was not a very large organization, this "community image" approach proved the more effective way to line up discounts.

Due to lack of time, the only discounts were lined up at a local toy store, a custom wig shop, and at a Ford agency--for children's safety seats. Possible future discount contacts were made with a pharmacy, shoe store, and women's clothing store. We also investigated the possibility of making WATCH members eligible for the Federal Milk Program. In addition, each member of WATCH was given a letter certifying that she was connected with Pacific Oaks College, making each FDCM eligible to make purchases at a special discount store.

While we have met with only limited success in lining up discounts, we do not regret advising the group to abandon co-op buying. Without the help of the Project staff this program would have sapped a great deal of the organization's strength and time.

No-Interest Loan Fund

Part of the CFDC Project budget included a No-Interest Loan Fund of $1,000. At the WATCH Executive Board meeting held in September, 1972, guidelines for administering the Loan Fund were drawn up as follows:

1. The purpose of the loan would be to improve the quality of FDC in the WATCH member's home.

   This statement was purposely made vague and broad in order that a maximum of flexibility could be preserved.

2. A loan committee, consisting of the President, Secretary, and Treasurer, was formed to personally interview and approve applicants for loans and set the various terms for such loans.

   It was decided that financial matters such as the Loan Fund should be handled by the elected members of the Executive Board. A committee of three people seemed the optimum number in order to provide efficiency as well as some division of power.

3. A ceiling of $300 was placed on each loan and a six month maximum time limit for repayment was specified. A promissory note would be required.

   Within these broad guidelines (designed as safeguards against excesses) a personal, informal contract would be made between the WATCH member and the loan committee (which represents the entire organization). A provision was made to allow special applications exceeding either the $300 ceiling or the six month time limit to be brought before the entire executive board for a decision.

4. A separate savings account was set up for the Loan Fund.

   Since such a large amount of money is involved, it was decided that it would be worthwhile to draw the interest which accrues in a savings account rather than merely adding the money to the WATCH checking account. This also would simplify bookkeeping for the Treasurer. The account book listed the names of the President, Secretary, and Treasurer (the loan committee) as agents for WATCH and any two of the three signatures were required for withdrawals.

   The first application for a loan which came before the committee raised new problems, and at the executive board meeting held in November, 1972, further guidelines were added.

5. In order to borrow money from the fund, a person was required to have been a dues-paying member of WATCH for sixty (60) days prior to the request.

   This merely was a safeguard to help prevent people from joining WATCH solely for the purpose of borrowing money at no interest. The policy was an effort to insure that only "serious" WATCH members receive this benefit.

6. Loans should not be made to WATCH members who have ready access to other sources of personal funds, such as checking or savings accounts.

> This policy was designed to help limit use of the Loan Fund to cases in which there was a need which could not be met with personal resources.

Unfortunately, few WATCH members have attempted to take advantage of this benefit and the Loan Fund has not generated significant organizational mileage. Most organizations tend to be rather stingy with their money and this tendency usually is considered a virtue. However, organizational benefits are created to be used; hopefully, more WATCH members will use the Fund as they become better informed and more comfortable with it.

Toy Loan

The Project staff had been operating a Toy Loan for all FDCMs associated with the Project or with WATCH. Project funds were used to purchase play equipment and toys which then were loaned on a rotating basis to the FDCMs. WATCH members were anxious to continue this service; as the Project drew to a close the organization began working on the problems involved in maintaining the Toy Loan.

As with other benefits and services, it was decided that only dues-paying WATCH members would be eligible to borrow toys. Thus, toys which had been loaned to non-members had to be located and collected. Toys not in use had been stored at the Project office, which would not be available when the Project terminated. A WATCH member volunteered to store extra toys and equipment in her garage, and two other WATCH members began working with her to set up a system to operate the Toy Loan. The transition to this new system was enhanced by the assistance of several staff members and a Pacific Oaks College student.

One pleasant problem was that money for the purchase of more toys and equipment still remained in the Project budget. A survey was conducted at the January WATCH meeting in order to determine which toys the members most wanted. The three women on the Toy Loan Committee also telephoned

all WATCH members in an effort to gather more specific information. Finally, a list was drawn up, which included automobile safety seats, and the money was spent quickly but wisely. A big assist came from one staff member, Jim Nicholie, who made some of the equipment at a great savings to the group.

As the Project ended, the new toys had been distributed and the Toy Loan seemed to have been incorporated successfully by the organization.

Back-up Co-op

FDCMs seldom take vacations or holidays. When they do, they usually must line up a substitute to care for the children in their charge. The nature of such substitute care varies greatly according to the amount of time involved. Lining up a substitute for a few hours or even a few days is a different matter from finding a replacement during a two week vacation. Often, FDCMs have a great deal of trouble finding back-ups, no matter what the situation. Thus, the Project staff, which had access to more resources and information, began helping the mothers locate back-ups.

WATCH members decided that this was a service that they would like to continue after the Project was gone. In early October, a meeting was held to discuss possible WATCH back-up systems. It was decided that only dues-paying WATCH members would receive the back-up service. The group recommended that one person should operate as a central contact and would keep a current monthly list of possible back-up mothers. Area lists with the names, addresses, and phones of some of these back-ups also would be distributed to WATCH members so that there would not always be a need to communicate with the central contact person.

A good deal of controversy arose concerning the ethics involved in back-up care. Many WATCH members were concerned about "losing" children to substitutes. Others championed the "natural" parents' rights to change

day care homes if they so desired. A special meeting was called in early November to resolve this problem and a successful compromise was reached. New guidelines for the Back-up Co-op were drawn up at this meeting; but because of other organizational priorities, these guidelines were not placed before the group for approval until the January WATCH meeting.

As the Project drew to a close, further progress had not been made on the Back-up Co-op. Since many of the other organizational problems had been resolved, it appeared that the Back-up Co-op would become a priority item in the very near future.

Information Service

As the CFDC Project became well-known in Pasadena, people began calling the Project office seeking FDC for their children. At this point, the staff began giving information to such people about various FDCMs who had openings for more children. Not all the names of women in the Project were given; the staff consciously failed to give out the names of women who were judged to be rather poor FDCMs. However, for the majority of the FDCMs in the Project, referrals became a major benefit provided by the staff.

Most WATCH members were very anxious to continue the Information Service as a group benefit when the Project and staff were gone. Thus, in October, 1972, a special committee meeting was held to discuss some of the problems involved in setting up a WATCH Information Service. There was immediate consensus among those present that only dues-paying WATCH members should participate in this benefit. Furthermore, all present recognized that WATCH should not get involved in any judgmental decisions concerning the competence of various WATCH members as FDCMs.

The committee recommended that the person performing this service for WATCH merely give three or four names of FDCMs who have openings for more

day care children. Some basic information about each of the WATCH FDCMs whose names were listed would be given, but there would be no recommendation as to which FDCM was most qualified. In order to have this basic information to give out to parents seeking FDC, the committee felt that a form should be drawn up to be filled out by all WATCH members who desire to participate in this Information Service. Consequently, the remainder of this committee meeting was spent drawing up a rough draft of such a form and discussing the installation of a WATCH telephone.

At the October WATCH meeting, the Interest Groups met for the first time, and, among other things, the Information Service was discussed in the Benefits and Services group. Several changes were made in the proposed information sheet, resulting in a second draft. Also, there was further discussion about the WATCH telephone, with several possibilities being suggested. At that time the phone in the Project office was listed under "Community Family Day Care Project," with no listing for "WATCH." New phone books (which come out only once a year) were being printed; if WATCH were to appear in the 1973 phone book--which everyone felt was important--a number would have to be given almost immediately.

However, before resolving the phone number problem, the group had to decide on the system by which the Information Service would be handled. At the past committee meeting some people had suggested obtaining a central WATCH phone number and hiring an answering service. Different WATCH members then could take turns checking the messages and following up on referrals. After checking various answering services and discussing the mechanics of using them, this system was ruled out because of its high cost, its impersonality, and the problems of having more than one person handling follow-ups.

At the end of the discussion in the Benefits and Services Interest Group, there seemed to be a general consensus that one person should handle the Information Service in order to provide a maximum of continuity and efficiency. No one in WATCH was able or willing to spend the necessary time working on this job. Therefore, there was general agreement that a non-FDCM with more free time could handle the job better.

However, such a person had not been found at that time so a phone number had not been established. Thus, it was decided to switch the listing of the office phone from "CFDC Project" to "WATCH" when the Project ended. Hopefully by that time, WATCH would have its own number which could be given by the operator to anyone calling the old number. (This is normally done by the phone company for only three months after a phone number change, but WATCH would attempt to have this policy extended until new phone books appeared.)

Because of a special program there was not a great deal of time for Interest Groups to meet at the November WATCH meeting. However, in the Benefits and Services group progress was made. There was a decision to begin the process of seeking applicants for the job of handling WATCH Information Service. A temporary selection committee to interview the applicants was formed, with advertising to be done by word of mouth, in the WATCH minutes, and Newsletter. The committee recommended, with the entire group agreeing, that a separate telephone, listed under "WATCH," be installed in the home of the Information Service person chosen by the organization. All phone bills would be paid by WATCH, and some type of commission would be given to that person for "successful" arrangements. Time did not permit a full discussion of the nature of such commissions, so this matter was tabled until the next WATCH meeting.

In November the committee to interview applicants for the Information Service job met, and some general guidelines and procedures for interviewing were set up, including a simple information form for all applicants to fill out.

At the December WATCH meeting a large portion of time was set aside to discuss the Information Service. The Benefits and Services group met at the beginning of the meeting to work out further recommendations, which were presented as motions before the general membership later in the meeting. The following three motions were made and approved by a vote of the members present:

1. (a) The Information Coordinator would be given an honorary membership in WATCH.
   (b) When an arrangement was made through the WATCH Information Service and the child remained in the FDCMs home for a period of two weeks or longer, the FDCM would pay the Information Coordinator a five dollar commission.

2. (a) The FDCM's information form was approved with several minor changes.
   (b) These forms would be confidential and the Information Coordinator would give out specific facts only on request.

3. (a) A committee of three people to aid the Information Coordinator in setting up working procedures would be formed. This committee would periodically evaluate the Information Service.
   (b) The three coordinators of the Interest Groups would each appoint a member from their group to sit on this committee.

In December, the selection committee met to interview four applicants for the job. After careful consideration, the committee made its choice and informed all four applicants of its recommendation. At the January meeting the committee made this recommendation to the entire group in the form of a motion, which was accepted unanimously.

The formation of the Information Advisory Committee also was announced at the January meeting; at the following Executive Board meeting, funds were authorized for the installation of the WATCH telephone in the

Information Coordinator's home. With the help of Pacific Oaks College, this phone was installed with a minimum of red tape on the part of the Telephone Company.

Shortly thereafter, the staff became concerned about the legality of such a procedure, especially since many of the WATCH members are not licensed by DPSS (Department of Public Social Service). An excellent attorney, Harriet Buhai, was retained to research the law and various DPSS regulations pertaining to FDC. She did a thorough study of the problem and made the following recommendations:

1. WATCH should not set up any formal type of referral business. However, it is legal for an organization such as WATCH to disseminate general information about FDC, including the names of various FDCMs who might have openings for more children. So long as several names are given out without any specific recommendation, WATCH should not meet any serious problems. This system should be called an Information Service, not a Referral Service.

This recommendation did not alter substantially the existing plan for the service. Of course, specific advertising, solely for referrals, could not be done. However, WATCH could continue to communicate the names of FDCMs with openings to prospective FDC users.

2. WATCH should not use the commission system as planned at the December meeting. Such a system would make the Information Service appear to be a formal business. Rather, WATCH members receiving FDC children as a result of this service should be encouraged (informally and verbally only) to make a five dollar donation to WATCH. The Information Coordinator still would receive five dollars for each successful "placement" but this money would be termed "expenses" rather than commission.

This recommendation did cause some changes in WATCH's plans. It was decided to pay the Information Coordinator regardless of whether the WATCH member made her donation. At the end of each month the Information Coordinator would submit to the Treasurer a list of successful "placements," based on her follow-up work with the prospective users who had contacted

her. The Treasurer would then pay her "expenses" and later contact the designated WATCH members if they had not made their donations.

These changes were discussed at the Executive Board meeting and at a meeting between the Information Advisory Board and the new Information Service Coordinator. Following these meetings, the "DCM's Information Form" was mailed to all WATCH members, with a letter listing some of the new changes (see Appendix D). It remained for the Project staff to telephone all WATCH members and verbally explain the modifications in the Information Service. In addition, a letter explaining the Information Service was provided for the Information Coordinator to send to each parent user (see Appendix E).

As the Project terminated, the transition from staff to the Information Service Coordinator was taking place quite smoothly. Staff members would continue to work along with the Coordinator in a voluntary capacity. Although it remained to be seen how the new system would work, the Project staff and the WATCH members were confident of success.

Nuts and Bolts

A great deal of the Project staff's time was spent helping WATCH work out many of the small details which are so important to the success of an organization. Much of this work was done through the Interest Groups. Other tasks were accomplished in general membership meetings, at Executive Board meetings, or on an individual basis. All were immensely time consuming.

Such detail work does not lend itself well to the writing of reports such as this. It would be impossible to list even one-tenth of all the little day-to-day tasks which occupied the bulk of the Organization Developer's time. Such work involved numerous phone calls, driving around town on an

endless list of errands, and frequent home visits with various WATCH members (always a pleasure because of the fine refreshments offered by the FDCMs). Below are listed but a few examples of some of the "nuts and bolts" problems and tasks which, although small in and of themselves, add up to the fibre which holds an organization together.

Executive Board Meetings

During the past year, the Executive Board had been meeting in the early afternoon at the Project office on the third Monday of each month. Throughout that year, Pacific Oaks College students usually provided the child care needed by the mothers involved. However, this year, due to changes in scheduling, students were not always available. Furthermore, the Project, which paid the cost for this substitute care, was due to terminate in January. Therefore, the Executive Board unanimously agreed to change the time of its meetings to the evenings. Furthermore, the meetings were changed from the Project office to the home of the President, Peggy Macdonald.

A special consultant, Paula Menkin, who had a wealth of organizational experience and expertise, worked closely with the Executive Board and the Project staff in an effort to make the monthly WATCH meetings run more smoothly. The WATCH officers had particular difficulty with technical parliamentary procedures, and Ms. Menkin's assistance proved to be invaluable. By the time the Project terminated, both Executive Board meetings and monthly WATCH meetings were not only running more smoothly, but also were more fun. With Ms. Menkin's help and suggestions, the Project staff had conducted a successful course in leadership training.

The Emblem

For some time the group had discussed various possible emblems for WATCH, so a committee was formed to collect ideas for an official WATCH

emblem. At the October general meeting the committee presented four emblems from which the organization could make a final choice. All four emblems had been drawn by WATCH members and were very well done. After a tie in the voting, a runoff was held, with the winner being a picture of a crawling baby in diapers.

Official Organizational Supplies

Once the emblem was chosen, the Executive Board decided to purchase letterhead paper and official membership cards. One member had a close friend who owned a printing business, and she volunteered to ask him to do the work at a discount. He, in turn, agreed to do it at cost. Later he also agreed to print up special leatterhead covers for the Newsletter (see Appendix F).

Orientation for New FDCMs

As the Project grew in size and fame, women who were interested in doing FDC often would call the office for information and advice. The Project staff had developed a packet containing all sorts of useful information and ideas for FDCMs. At the December WATCH meeting, the Communications Interest Group chose two members to coordinate the orientation for new FDCMs. The packets were turned over to these women and the Project staff referred prospective FDCMs to them. An announcement of this service was made in the January Newsletter.

Publicity

As WATCH became better known, it began to make contact with other community agencies and organizations. The organization decided to participate in a local photo contest entitled "Pic 73." This contest featured photographs of various agencies and organizations in Pasadena. Thus, in the contest literature, WATCH was listed with other established and well-known organizations which were participating. Such free publicity usually

has a very positive effect on organizations such as WATCH.

In October, the Pasadena Consortium on Child Care drafted a proposal for a program to assist "special needs children." FDCMs often care for such children, so a WATCH member and the Project director became involved in the writing of this proposal. If funded, the program would be of direct benefit to WATCH, both in terms of services and financial aid. The organization sent an official letter of endorsement and support for this proposal to the Consortium on Child Care (see Appendix G).

In January, WATCH members attended two separate conferences on child care. At both conferences WATCH members were instrumental in convincing the participants to take a long look at FDC. It is hoped that, with the help and support of Pacific Oaks College, WATCH members will continue to participate in such conferences in the future in an attempt to upgrade the image of FDC.

The Phone Tree

So that WATCH members could communicate effectively and efficiently with one another, there was need for a telephone committee. The Communications Interest Group formed a phone tree at the December meeting. A coordinator was chosen and six "team captains" were given the responsibility of contacting the other WATCH members. Thus, anyone wishing to communicate through the Phone Tree would only have to make one call to the coordinator, who would then call each of the six team captains who, in turn, would each call the members for whom she was responsible (five or six). The Treasurer would give the names of new WATCH members to the coordinator, who would assign them to the respective team captains.

The Phone Tree was set up and tested on several occasions during January. It worked well and would seem to be a success.

Committee Work

Few WATCH members had had much organizational experience. Thus, not many of the women were familiar with committee work, and the staff attempted to help the members work effectively and efficiently in committee meetings. Chairwomen were encouraged to involve as many group members as possible in both discussions and responsibilities for carrying our group decisions. Members were constantly warned of the dangers of depending on only a few leaders.

To facilitate decision making, chairwomen were encouraged to appoint someone to take notes during committee meetings. All group decisions and policies were written down and read back to everyone present. The names of all members taking responsibility for carrying our work also were recorded. Chairwomen were reminded by the Project staff to keep meetings moving toward a clear objective; they were instructed in how to cut down on digressions and "personal stories."

Chairwomen were advised to check the written notes from each meeting so they could do follow-up contacting of all members who had responsibility for carrying out work. Also, unfinished business could be added to the agenda for the next committee meeting. Working from such an agenda was encouraged; chairwomen were advised to begin making up the next agenda soon after the last meeting,when ideas would still be fresh in their minds.

Unfortunately, there was insufficient time for all group chairwomen to internalize many of these ideas, but progress was made and the future looks encouraging.

An Appraisal

As the Project drew to a close, WATCH continued to grow and flourish. New activities were being planned, including a speakers' bureau, a

publicity and recruitment brochure, and even a book of helpful hints to be written and compiled by the FDCMs.

However, there still was concern about the departure of the Project staff. While the ultimate success of any organization depends on the members who comprise it, nevertheless competently trained staff (organizers) often do have much to offer. WATCH faces the added problem of having all its members occupied taking care of children during the daytime, leaving them little time for organizational activities.

There were fears that such services as Information and Toy Loan would not operate as smoothly as when there was a full-time staff. There also was the danger that the membership would decrease and the organization gradually would wither and die. However, the staff had agreed to continue working along with WATCH in a voluntary capacity; this allayed many people's fears.

Yet, in the end, WATCH's greatest strength is its own members. The FDCMs who comprise WATCH are highly talented and responsible women. Nearly every member follows through quickly and competently on her organizational activities. And while WATCH's various benefits and services have helped attract new members, the group's ultimate strength flows from the members' social ties with one another.

The Organization Developer feels that one reason WATCH will succeed is that its members have so much fun at group functions. During the period between September, 1972 and the end of the Project, WATCH sponsored a Holiday songfest, a white elephant sale, movies on the growth and development of young children, and an informative discussion with the President of Pacific Oaks College. Special speakers included a C.P.A. who advised FDCMs on income tax matters and a lawyer who informed the members of

their legal rights.

Refreshments were provided and served by a different WATCH member at each meeting, and a special committee was formed to welcome guests and potential new members. Meetings often were punctuated by laughter and applause. One who attended a WATCH meeting could not leave without experiencing a warm feeling.

The future of WATCH lies in its members. At present, that future looks very bright!

CHAPTER 2

FAMILY DAY CARE CERTIFICATE COURSE

The second year culminated with two exciting new programs, launched and established as third year priorities: WATCH and the Family Day Care Certificate Course. Each was an integral part of the other. A basic reason for organizing WATCH was to promote quality day care; to strengthen and support this aspect of the organization, classes in "Child Development," "Home as a Learning Environment," "Working With Parents," and "Self-Awareness" were offered, leading to a Certificate in Family Day Care by Pacific Oaks College.

The response to these classes was enthusiastic and the faithful attendance of the FDCMs was firm evidence of their commitment. Due to pressures brought about by increased work during the second year, staff members did not teach these classes. Competent nursery school teachers and adult-education teachers were asked to do the job, under our supervision. It was not an easy task. Without written material, curriculum or FDC experience as reference, the instructors tended to rely on their own backgrounds, with the resultant nursery school orientation.

In our evaluation in May, 1972, we felt that there were many weaknesses we could now strengthen and were anxious to apply what we had learned. We all realized that this would be a "do it yourself"

program. We would have to teach the classes ourselves in these final months of the Project.

As with every previous major program, the FDCMs were involved in the decision-making process. All were asked the following questions:

--Would you rather continue with the Center meetings or would you prefer more formal classes?

--Would you prefer day or evening classes?
(It may be possible that a student will care for the children while you attend class.)

--What would you like as class content?

Nine FDCMs wanted to continue the Center meetings and 21 requested formal classes. All preferred day classes, which was understandable as they had encountered some difficulty in the past in going out at night after caring for FDC children on the average of ten hours a day, along with their own family. The majority asked for Child Development courses that covered the years from birth to five years of age.

The number of positive responses posed a problem in logistics. We wanted a small class and had opted for ten participants as the maximum; having only ten students available for child care, we would have to run two sections. Staff was appalled: "We could not possibly carry that load!" After much discussion, we could and we did. One section was to be a Seminar of 11 FDCMs, meeting two mornings every other week; the other section would meet twice a month as an Independent Study group of 11 FDCMs. We would continue meeting with the Center group one morning a month.

The question was, "Who would attend what class?" A staff member arbitrarily made up a list of those FDCMs whom she thought could handle Independent Study and those who would benefit most from the Seminar. At staff meeting she was voted down. The mothers could and should choose which section they would like to attend.

"But what if you get 15 mothers wanting the Seminar?"

"Well, we'll just have to take our chances and see if some can provide their own child care."

"But if you want small classes that may mean three sections. Do you always have to be so democratic?"

Yes, we did. The Project began with the premise that these women had ideas and opinions that should be respected and trusted. Our experience had confirmed this.

A letter was sent, informing the 22 FDCMs interested in the Certificate Class of the two sections available and the possible scheduling (see Appendixes H and I). The classes were planned in the following manner: Seminar group was to meet for 16 sessions; Independent Study group for eight sessions. Both sections would meet Tuesday and Thursday mornings from 9:30 to 11:30. The informal Center meetings would be five in number and would continue to meet once a month at the Project office.

Responses indicated that 12 women were interested in enrolling in the Seminar and nine in the Independent Study group. They could and did choose well. (In checking the choices, the staff member who had originally made arbitrary placements was wrong in only two. But, again, although we had come to know the mothers quite well in the two years we had worked with them, providing true alternatives and choice were essential for the success of the program.)

The logical place for the the Certificate Class sessions was Pacific Oaks College. It was not only that our Center was too cramped, but Pacific Oaks had also been involved and committed to the Project since its inception. WATCH held monthly meetings there, and the FDCMs were familiar with the surroundings. The continued use of the facilities would serve to further strengthen the bond between the FDCMs and the College.

We took much time and thought in planning the classes. The Child Development course that is generally taught does not speak about, or to, the FDCM who spends almost as much time feeding, weaning, toileting, disciplining, loving and caring for the child as his parents. We wanted the FDCMs to share their ideas and experience with us. Each staff member was responsible for coordinating and planning a session, although the entire staff assumed a supportive role.

The following describes the variety of approaches used in meeting the needs of the three distinct groups:

PRENATAL

SEMINAR - October 3 and 5, 1972

Classes began Tuesday, October 3, with 12 women enrolled in the Seminar group. (One woman decided not to attend, and one agreed to provide her own back-up; thus our ten students provided the necessary child care.) The first session presented to the FDCMs a fresh awareness of conception and birth and forced all of us to think in terms of honest answers to children's questions. Many answers to questions on this subject can be puzzling and incomprehensible to a child, and may be taboo as well. Some of the questions we tried answering were:

--What do you tell your FDC child when he asks you about conception and birth?

--How did you feel about your own pregnancy?

--How has the pill and the acceptance of Zero population affected you, the parents, and the community in general?

--If you disapprove of a mother's pregnancy, what feelings do you convey to her child?

--How do you handle a child's feelings about a new sibling, wanted or unwanted?

Assignment: a. Bring a book or article on conception and birth to share with the class.

b. List the community resources for prenatal care in Pasadena.

c. Readings: Senn, M. and Solnit, A., Problems in Child Behavior and Development (Philadelphia, Pa.: Lea and Febiger, 1968) p. 18

Ratcliff, J. D., "I Am Jane's Womb" Reader's Digest, October 1972, pp. 121-124

Books and articles were brought in and shared on Thursday, thereby providing material for a thoughtful discussion. When we asked the women "How and what were you told about conception and birth?" the answers were varied and imaginative:

Ms. Grey: I was told that I came from a hollow in a tree; when I grew up I resented this. I made it a point to tell my son the facts when he was old enough to ask questions.

Ms. Fast: The mailman delivered me in the mailbox. When I wanted a baby sister, I looked in the mailbox every day and I asked the mailman, "Did you bring me a baby today?"

Ms. Jones: When my mother was pregnant I asked her for a baby sister. I was told to put sugar cubes on the window sill and if they were sweet enough and I gave the stork enough sugar he would bring me a baby sister. The stork did, but what if he had brought a boy?

One of the FDCMs in the class was pregnant, expecting her child in December. Her FDC child told her, "Santa Claus will bring the baby and he will say, 'Ho, Ho!'" The class laughed at the explanation, but nevertheless agreed that a child should be told the truth, only replying to specific questions asked. How sophisticated or involved the answer would depend upon the child's age.

Following the discussion, we showed the Lamaze film on natural childbirth. One FDCM did not want to see it, preferring to visit the Pacific Oaks Library. For the rest of us, the production was quite moving and eloquent, so much so that at a later showing for our students one FDCM

asked that her daughter be permitted to come.

INDEPENDENT STUDY - October 10 and 12

The Independent Study group met the second week in October, with nine women enrolled in the class. Most of them were academically oriented and expected us to run a regular college lecture course. Because of our long association with them, we were able to dispel the feeling of formality and replace it with the usual relaxed atmosphere:

> We thought we would get started this morning by outlining a few of the things we think we will cover in this course and see what your feelings are. The success of the course depends on your feedback to keep us on the right track, so, as usual, we need to have your ideas on how to get started. We have some feeling (based upon our previous experience) of course content, and if we pool our ideas we can come up with an exciting course which will be relevant to you, as FDCMs.

We began with a discussion on conception and birth. All of the women were in favor of telling the children the facts as simply as possible. One woman said that her FDC children had experienced her pet animal giving birth and had asked many questions, thus enabling the children to better understand the birth process.

Because the class was scheduled to meet only twice a month, we expected the FDCMs to complete an outside project in a field of interest relating to children. It could be presented in written, oral or pictorial form.

Assignment: Same as the Prenatal Seminar.

The following Thursday the group was divided into units of two or three women, with a staff member as facilitator. Ideas on their outside projects were sifted and finalized. Their choices were:

- Safety in the home
- Child development picture book

- Gifted Children's Programs in the Pasadena School District (Two women wanted to share this project)
- "Linnea Pushing One," a pictorial description of a one year old
- Special needs children
- "A Day in the Life of a Day Care Mother," a pictorial essay
- A study of an exceptional child in a home

Group discussion and suggestions for presentation occupied the rest of the session.

BIRTH - 6 MONTHS

SEMINAR - October 17 and 19

Our underlying theme was the importance of loving, holding, and meeting the baby's needs so that a trusting relationship is formed with the FDCM. Their general statements reinforced our feelings that most of the FDCMs are aware of these basic needs and are caring for their children in a loving way. We posed the question, "Can you spoil a baby?" The general answer seemed to be, "Yes, if he is picked up every minute and you give in to his every whim and fancy." This statement was clarified by their comments:

--You have to learn the baby's cry.

--A child should also be picked up when he is not crying.

--Trust is developed when the baby is loved and cared for.

--Babies have instincts and drives and during the first 6 months these center around their mouths.

--New parents need as much help and counseling as possible with their first baby.

--Children are raised with different values and customs in other cultures and unless these differences are accepted and understood by the parent and the FDCM, the child is the victim of frustrations and misunderstandings.

Further comments on various cultures caused some uncomfortable feelings among the staff. Some of the FDCMs did not appear to value cultural

differences so we felt we should try to clarify this issue and continue the discussion on Thursday.

The Thursday session on cultural values began with the statement, "The unique value of FDC is that it respects individual differences in the children. How does a culture affect a child's behavior?" A discussion of our American way of life followed; our method of child-rearing was compared to that of other cultures. We emphasized the difficulty a child encounters when his culture is not valued by another; we questioned the validity of a FDCM caring for a child whose values she does not respect. Staff felt that the session aroused some understanding and recognition of latent racially-biased feelings.

CENTER MEETING - October 26

Although the Center meetings were more informal and gave a non-structured feeling, they nevertheless were planned with as much time, direction, and thought as were the other classes.*

The first part of the morning was spent discussing play and its value in relation to the infant and toddler. One staff member brought in a "feel box" and all had fun guessing what they were feeling. During the coffee break, the women went into another room which had been set up with tables containing various materials: collage items, the makings for play dough, and all the odds and ends found in a home. The women were encouraged to use their imagination freely and to make something to take home to their children. There was much creativity displayed in the use of the materials. The FDCMs' enthusiasm and involvement tended to make these gatherings informative and fun.

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* One of the Seminar members decided to join the Center group as she felt pressured having to leave her home so often.

6 MONTHS - 18 MONTHS

SEMINAR - October 31 and November 2

The FDCMs brought their assigned homework: a recorded observation on the physical and language skills a child develops between six and 18 months. The women had requested a developmental chart, but our feeling was that it was too easy to use this as the sole yardstick in labeling a child "normal" or "abnormal." Instead, we charted the assigned developmental observations on the blackboard so that they could be aware of the wide range of "normal" behavior that was possible within their own small group of FDC children. This was a good session, although we did feel we were getting too preachy. Class response was not as active as usual so a different format was suggested and tried on Thursday.

In the following class the group was divided into clusters of three and the women were presented with a typical situation involving a FDCM, a parent, and a child. Each woman in the group role-played one of the parts. The objective was to have the FDCMs realize the problems of the parent as well as the child and the value of clear communication.

The situations were:

> The FDCM disciplines John more easily and with less hassle than the parent. The parent is not sure she likes this situation as it makes her feel inadequate and guilty for leaving the child. She worries that perhaps John loves the FDCM more than he loves her. She has allotted some time to discuss this issue with the FDCM, but since she has again forgotten to bring John's diapers, the FDCM is not in a receptive mood for talk. In the meantime, John has gone off to play and is uninterested in either woman.
>
> Billy is a very energetic one year old who does well at the FDCM's house because she puts anything breakable out of his reach; consequently, he has not learned the self-control his mother expects of him at home. She is asking the FDCM to help train Billy as she does not want to put away all her valuables.
>
> Jerry's mother is unhappy because the FDCM has had him nap late in the afternoon, causing him to stay up quite late at night.

Jerry's mother must get up very early to go to work and desperately needs her sleep and rest. The FDCM has Jerry nap late in the afternoon to enable her after-school children to play and do their school work without interference.

The women enjoyed their role playing and willingly participated in the fun. The group discussion was quite lively and various solutions were suggested for dealing with each situation. Our students reported that the FDCMs returned home quite stimulated.

Assigned Readings: Provence, Sally, Guide for Care of Infants in Groups (New York, N.Y.: Child Welfare League of America 1967) pp. 89-102

Senn, M. and Solnit, A., Problems in Child Behavior and Development, (Philadelphia, Pa: Lea and Febiger 1968)p.32 & p.62

BIRTH - 18 MONTHS

INDEPENDENT STUDY - November 9

This session was excellent in terms of class response. The mothers were asked to note four things that a child learns within the age span of six to 18 months. Their answers included:

--Eating, walking, talking
--Self-discipline
--Possession and identity
--Manipulation and coordination
--Love relationships
--Trust
--Self-awareness
--Social interaction
--Greater attention span

We then posed the question: "How does the child's expanded capabilities affect his parents and the environment?" Responses were:

--Fathers become more aware and involved with the child as he/she responds to his attentions
--The child's expanded environment necessitates greater safety precautions.
--Training and discipline gain in importance as the child becomes more social and conforms to the group.
--Activities become a question of timing and balance, freedom and control.

This led to the question of the community at large: "What behavior is expected from a child in a restaurant? At the market? At church?"

Although the FDCMs tended to speak of experiences with their own children rather than with the FDC children, we nevertheless felt that they perceived the expectations (rightly or wrongly) that the community has for the child and the means it imposes to insure this behavior.

On Thursday, Dr. Walter Tasem, a pediatrician, was our consultant for the morning. He was excellent; low-keyed, had a good sense of humor and, above all, he displayed a respect for the work the FDCMs are doing. At the age of six to 24 months the child's expanded capabilities become a joy or a job in terms of feeding, toileting, weaning, and the discipline necessary to develop these activities. He discussed as well as answered many questions on nutrition and diet, likes and dislikes in food, weaning, attention and love as they mesh with the ways and means of gaining acceptable behavior in these areas. Staff, as well as the FDCMs, enjoyed and learned a great deal from his visit.

Assigned Readings: Same as Seminar, November 2

18 MONTHS - 24 MONTHS

SEMINAR - November 14 and 18

During this session we tried to define the word "community" and what it meant in terms of relating to the child. When asked, "What does the word 'community' mean to you?" answers were varied:

--Home
--A neighborhood with jobs, schools, churches and recreation
--A place that takes care of all age groups

One woman, who was born and raised in a European country, answered that the world was her community as she had many friends in many countries and felt at home anywhere. We discussed various communities and then narrowed down to specifics by asking: "What resources do we have in Pasadena

to aid the child in his physical, mental, and emotional development? What are some of the protective services available? What does the community expect of the child? The child of the community? Do all adults like children? Should they?"

Responses were varied and reflected the wide range of opinion the women represented. Again, we were made aware of the diversity which is available to the parent in choosing a FDC home for the child.

The assignment for Thursday was for the FDCMs to stay at home that day so that needs which had been expressed by both them and the students could be met. Due to the schedule, the student only saw the FDCM before and after class and felt she was not learning enough from the FDCM with such limited contact. The FDCM, in turn, was also feeling this void. In prior years, when they were able to work more closely together, she and the student had learned a great deal about child development from one another.

In order to respond to these stated needs, the FDCM and the student were asked to concurrently observe a toddler and his/her interaction with the environment and other children. Student and FDCM could then discuss the interaction and the cause and effect on the child. This seemed to satisfy the need temporarily, and though some of the observations were of no great significance it was a good morning for the student as well as the FDCM.

CENTER MEETING - November 21

The discussion on this particular morning centered around the toddler and his development.* We had asked the women to bring in magazines, which

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* Due to illness in her immediate family, one FDCM asked to leave the Independent Study group and join the Center meetings for the remainder of the Project.

they then used to make picture books depicting children at various stages of growth. Some women became very involved and created visually aesthetic, as well as practical books. Discipline, especially at this stage in the child's development is a never-ending subject for the FDCMs as it involves weaning and toilet training, two milestones in the toddler's life. Age of the child and methods vary in each case, but all the women agreed that the child should set the pace and the FDCM is there to help him/her with self-control.

24 MONTHS - 36 MONTHS

SEMINAR - November 28 and 30

The FDCMs divided into small groups and with the help of a staff member discussed the interaction of the children which they and the students had observed in the previous assignment. Staff helped interpret the observations and discussed FDCM-student relationships.

After the coffee break the groups came together and were given a quiz on Welfare. A paper entitled "Welfare, Myths and Facts," published by HEW was passed out to each and a discussion ensued. This topic was initiated by a staff member who felt that some comments by the FDCMs in the previous session on the Community were inappropriate and erroneous about the Welfare question. This quiz helped to sort out fact and fantasy.

Thursday morning the librarian from Pacific Oaks College, Myrtle Stubkjaer, was our speaker on the importance of books in a child's life. Her talk was based on the developmental stages of a child in relation to literature and was reinforced by the large collection of books she brought with her to show to the FDCMs. She stated that one cannot begin reading to a child too soon, but emphasized that the material had to be appropriate to the age. She suggested that FDCMs could start out by singing lullabies,

chanting nursery rhymes, and playing some hand clapping games. "Your verbalization of picture books will help develop an awareness of words and will teach children to listen. Soon you can read information books to them and eventually they will read books just for the fun of it." Although the mothers appeared to be interested, they did not ask as many questions or comment on the literature as much as we had hoped. One rea- reason might be that most of them had a good collection of books at home already and read extensively to their children. When the class was over, the women were given a tour of the Library by Myrtle, where some checked out books for themselves as well as for the FDC children.

Assignment: a. Look over the Check List of Ingredients for "Good" Child Care and list ideas on how to improve it for future use.

b. Make a floor plan of the room the children use most often. Can you change it to better suit your goals for the children?

CENTER MEETING - December 7

This was a lovely morning! One of the FDCMs arranged a singing session for all of the Project mothers and their children. The song fest was held in a Church hall with Sheila Antoine leading us in Christmas songs and various singing activities. All the students, children, FDCMs, and staff joined together to enjoy the music and each other, as well as the cookies and punch the mothers had provided. A good time was had by all!

3 YEARS - 4 YEARS

SEMINAR - December 12 and 14

This session was poor and ineffective because of absences and lack of preparation of the assignment. The FDCMs said the Check List they were to have looked over was too long, and it might be better to stress one or two pertinent facts rather than overwhelm the parent with too many ques-

tions which should be asked about the FDC home. One of the FDCMs had made up her own information sheet listing important facts as to hours, charges, method of discipline and morals and values practiced in her home. She gave the parent this sheet, who kept it for reference. As we all knew, the most pressing issue to be discussed between FDCM and parents was, "How do you discipline in relation to toilet training and weaning?" Problems usually arose when the parents expected too much, too soon and when they failed to follow through on the toilet training when the child was home.

The floor plans they brought in of the children's rooms were checked and discussed. Two of the FDCMs found the assignment to be helpful. When forced to take a critical look, they found that the existing arrangement could be improved. When this was completed, the children appeared to enjoy the change.

Assignment:

a. Find a job around the house that is considered "for men only" and one that is "for women only." Think of something you are doing around the house that your mother would not have done because it was a "man's job."

b. If you were to place your child in a FDC home, what are the two most important questions you would ask the FDCM in relation to the child?

These assignments served as the basis for Thursday's discussion on the changing sex roles in today's world. During a previous student seminar feelings were voiced against the idea of imposing sex roles on a child. FDAs felt this was happening in some of the FDC homes, whether consciously or unconsciously, and some of the ideas that bothered the students were the old cliches which were still valued by some FDCMs:

--Girls first
--Boys don't hit girls
--Girls don't play with guns
--Boys shouldn't cry
--Boys get dirtier than girls
--Boys should be rough
--Girls are more quiet than boys
--Girls wear pink and boys wear blue

Students asked that we deal with this subject in the FDC classes. We agreed. We were discussing three and four years olds and this was the age when the sex roles were becoming more apparent. Our assignment asked the FDCMs to label jobs around the house "men" and "women." These job descriptions served as a basis for discussion on the changing sex roles in our society today.

The jobs labeled "men" were:

--Pruning
--Lawn mowing
--Furniture moving
--Plumbing and electrical work
--Taking out the trash
--Driving
--Large monetary purchases
--Car purchases and upkeep
--Car repairs

The jobs labeled "women" were:

--Diaper changing
--Feeding of infants
--Dishwashing
--General child care
--General housework
--Marketing
--Sewing

Most of the women could not think of a specific job which they now do that is radically different from what their mothers did. Four of the women were raised on a farm so were accustomed to doing everything around the house.

The FDCMs would not admit to consciously assigning certain roles or crediting various modes of behavior to sexual differences. They said they did not mind a boy playing with dolls or playing house, although they agreed that boys are also expected to play "rough" games. Some said it was easier to discipline girls than boys, as girls were more sensitive and were allowed to display more emotional reaction than boys. The discussion ended with the comment that as the child matures, sex roles tend to become more structured.

Answers to the assignment of the questions the women would ask a FDCM if they were leaving their child in her care were:

--What mealtime habits do you encourage?
--What moral training do you offer?
--Do you offer any activities outside the home?
--Is your discipline consistent or just for the convenience of the moment?
--How do you toilet train?
--Do you follow a definite schedule during the day?
--What kind of punishment do you prescribe?
--How much television do you allow and what programs are acceptable?

Assigned reading: "Upgrading Family Day Care Image"
Betty Liddick, Los Angeles Times View Section
Part IV, Wednesday, November 29, 1972 p. 1 ff

INDEPENDENT STUDY - December 19 and January 4, 1973

Ms. Wall presented her project, "The Special Needs Child," on Thursday, December 19th. She had read extensively and had investigated the resources available to these children and their families in the Pasadena area. She reported her findings and then introduced as her guest, Sheila Fitzsimmons, a social worker from the Pasadena Day Nursery. This Nursery School was established for special needs children and Ms. Fitzsimmons explained the facility, programs, and support services that are offered the children and their families. Of special interest to the FDCMs were the problems of discipline and parental guilt. Staff intervened during the discussion several times as we felt Ms. Fitzsimmons was unnecessarily judgmental about parents. The many questions were indicative of the interest in the "Special Needs Child," as some FDCMs have cared for such a child at various times.

Assignment: a. Find a job around the house that is considered "for men only" and one that is "for women only." Think of something you are doing around the house that your mother would not have done because it was a "man's job."

b. Readings: Lois Gould "X: A Fabulous Child's Story"
Ms. Magazine, December 1972, pp. 74-76 ff.

On Thursday, January 4th, Ms. David gave an oral presentation of her project, "Learning in the Home." Because of the recent holiday, she had involved the children in Christmas activities, i.e.. a trip to pick out their Christmas tree, making clay, paper-mache, and metal decorations, gift making and cookie baking. During the following discussion, a staff member noticed some FDCMs showing uncomfortable feelings. She was sensitive enough to realize that some people do not observe this holiday, so she asked, "How do you explain Christmas to children whose parents do not celebrate this holiday?" Most of the FDCMs said that they would respect their own personal values as well as those of the parents and would explain the various religions and cultures to the FDC children.

After coffee, we admired Ms. Grant's pictorial book, "A Day in the Life of a FDCM." This photographic form of presentation made a beautiful project and the action sequences were especially well done.

We then had a lively discussion on the article "X: A Fabulous Child's Story." Strong feelings were expressed for and against the possibilities and implications of raising an "X."

In response to our assignment, their labeling of jobs around the house as "men only" and "women only" was similar to that of the previous Seminar group. Of special importance to the women was the freedom to openly express their feelings, something they felt their mothers could not do.

WRAP UP

SEMINAR - January 9 and 11

With the class coming to a close, the students and FDCMs asked to have another morning at home together. We were glad to have them do so and assigned no special work. "Enjoy each other and the FDC children," we said. They did.

Thursday was the final day of the Seminar class. We asked each FDCM

to help us evaluate the class, for we trusted their judgment and common sense. They knew us well enough to be critically honest and recommended the following:

--A bibliography
--More assigned reading on the child development phase to be discussed
--A written summary of each phase covered
--More role playing
--Problems and alternative solutions
--Discussions of subjects such as nutrition, language development, social interaction, discipline--dealing with the child from birth to five years in each category.

Certificates of completion of the Seminar course were presented to seven of the women. Three did not receive these because of their absences, caused by a pregnancy, a birth, and illness. The offer of an "incomplete" was accepted and one woman is presently working toward completing her course requirements.

CENTER MEETING - January 18

Dr. Robert Nesbitt, a Pasadena pediatrician who is well-known in the community, was the consultant at the final Center meeting. He skillfully answered the FDCMs' never ending questions on discipline and dealt effectively with their concerns about childhood illnesses. The major part of the morning was spent explaining sickle cell anemia, its symptoms and the tragic effects which accompany this disease. This was especially important to the FDCMs for many of them care for Black children.

INDEPENDENT STUDY - January 23

A festive feeling accompanied this last session. Ms. Young and Ms. Teal discussed "gifted" children and the special programs offered by the Pasadena School District. The presentation aroused negative feelings among some of the women. They voiced strong opinions on the validity of

the tests administered as a basis of selection, stressing the point that all children deserved an exciting educational experience "no matter how bright or how dumb the child is." Descriptions of the special classrooms used brought out the comments that the FDC home was naturally set up in this manner; the FDCMs felt that they were accomplishing what the schools were artifically trying to do.

Refreshments were supplied and served by the women. When we handed out six certificates of course completion, we in turn were handed a beautifully worded hand lettered scroll. One of the talented FDCMs had personally lettered each one. To say we felt pleased and honored is an understatement.

We feel that the FDC Certificate Course was successful in terms of the participation and learning that took place between the FDCMs and the staff. Their enthusiasm carried us, and we were sorry that the pressures of time and work did not allow us to accomplish as much as we had planned. The FDCMs' final evaluation of the Course was extremely helpful in terms of our planning future courses, starting this Spring.

The classes emphasized what we already knew and believed: FDCMs are not custodial caregivers but, rather, women who are vitally interested in bettering the lives of children.

Classes in subjects such as nutrition, child development, environment, learning-at-home, and others are an excellent means of accomplishing this goal. We strongly recommend, however, that FDC classes be taught by someone familiar with, and having respect for, the work the women are doing. Too often we equate learning with a schoolroom approach and home with custodial care, thereby invalidating the concept of the value of the home.

CHAPTER 3

INFORMATION SERVICE

During the last six months of the Project the number of FDCMs who wished to be on our Information Service list grew to fifty. We think that this was due to several factors: we became better known in the community; WATCH continued to grow; and the college classes offered by Pacific Oaks drew a good deal of attention. The effect of this situation was both positive and negative: we became better acquainted with more FDCMs, but knew less about others who wished to be listed on our roster.

The number of requests for information on child care arrangements increased from 57 to over 100, if we compare the six month periods from August 1, 1971 to January 30, 1972 and August 1, 1972 to January 30, 1973*. The number of successful arrangements was 40. We had originally sent out return post cards to each FDCM when we gave their name to a prospective user. This practice was discontinued because vacancies among the FDC homes were seldom widespread, resulting in a large number of postcard responses from just a few women. Instead, we asked the FDCMs to inform us as to whether or not they had available spaces. However, the WATCH organization and the Pacific Oaks College classes had increased our person-to-person

* We are comparing like times of the year because there is usually an increase in requests when the school year begins, in September and October.

and telephone contact with the FDCMs. This contact provided an effective communication system through which we were able to ascertain the success of an arrangement.

Our experience with the Information Service made us deeply aware of some of the real problems that would be facing WATCH when they assumed this function. Based on the increased inquiries by users and the requests of more FDCMs to be on an information list, we knew that whatever WATCH decided to do, it would be time consuming and would have to be carefully and sensitively performed. Our staff averaged 15 minutes for an initial phone inquiry; as much as 40 minutes for follow-up calls, which might number four. In addition, the staff talked to parents about such matters as values they wanted for their children in a child care setting, and constantly stressed the importance of the parental decision. We worked diligently to pass along to WATCH members our feelings, all of the pertinent facts, and the pitfalls and positive aspects of an Information Service.

The process of the transition of the Information Service from the Project office to WATCH is described in Chapter I. However, it might be well to note some of the difficulties and problems of such a service.

The legal implications of operating a service that makes information available to parents about day care were fuzzy. Our Project staff took the position that we could only make names of FDCMs or day care centers available to parents for them to investigate and examine. Ultimately, it was the responsibility of the parents to make the decision about the placement of their child. It was our contention that parents should have a choice and as much information as possible before making that very crucial decision. Therefore, when discussing child care arrangements, our staff clearly stated that we were not making recommendations for any of the homes we listed.

Incidents that demonstrate some of the problems we faced included the following:

Misunderstandings Between FDCMs

Ms. James, who was a member of the original Project and had become a member of WATCH, had asked us for help in locating a back-up mother to care for her three FDC children while she took her summer vacation. Our staff suggested Ms. Stoff, who was a new and highly recommended FDCM, and she agreed to provide the care. When Ms. James returned from her vacation, two of the children's parents preferred to leave their children in the home of Ms. Stoff. Ms. James felt that she had been undercut by Ms. Stoff and questioned whether her behavior was appropriate and consistent with the goals of the Project and WATCH, i.e., building a trusting relationship between FDCMs.

The children's parents found themselves in a double bind: Ms. James was angry and hurt; Ms. Stoff was reluctant to continue caring for the children because she didn't know if it was ethical. Yet the parents felt that they had a right to choose whom they pleased to care for their children.

Ms. James began to appeal for support from individual WATCH members she had come to know; the rumors started to fly, with the facts becoming more and more distorted. The Project staff intervened in order to get the facts out into the open, so that a common-sense decision could be made, resolving the problem for the FDCMs, the parents and, most importantly, the children. At the next meeting of the Benefits and Services Interest Group, which was held during the week of the incident, the matter was resolved. It was recognized that the parents have the right and the responsibility to make choices for the care of their children, and that while it may seem hurtful at the time, it is truly no reflection on the quality

of care provided if a user chooses one FDCM over another; indeed, "beauty is in the eyes of the beholder" and views of quality are based on unique, individual assessments. The discussion was an extremely threatening one, yet each WATCH member in the Benefits and Services Interest Group spoke openly and with a good deal of common sense. The matter was then raised with the total membership, with the realization of the great importance of keeping the lines of communication open between FDCMs should a similar situation ever arise again.

Using WATCH Membership to Validate Quality

Ms. Johnson called our office to request "another" child care arrangement. She reported that she had withdrawn her child from the care of Ms. Preston because she was dissatisfied with the program in that home. Ms. Johnson told one staff member that she had been impressed with Ms. Preston during an introductory interview when the FDCM described her association with the CFDC Project and WATCH. Ms. Johnson wanted to know "how in the world could you recommend a woman like Ms. Preston?"

Upon investigation of the matter, we found that we had not been involved in giving Ms. Johnson any names of FDCMs; she had answered an ad that Ms. Preston had placed in the newspaper. This alerted us to the fact that membership in WATCH might be used as an assurance of quality; parents must make their own judgment.

This incident helped WATCH to clarify what its position was in providing an Information Service. It was to be just that--information for parents to use. This was not to be confused with a guarantee of quality.

Responsibility Involved in Providing an Information Service

We received a rather frantic call from a pregnant mother, Ms. Lane,

to whom we had given a list of three FDCMs two weeks before. She claimed that her toddler son had been mistreated in the home of one of these FDCMs, who had just joined WATCH and was new to FDC. Ms. Lane called us in tears some five days after the alleged "incident" occurred.

Two staff members rushed to Ms. Lane's apartment and talked with her, trying to get the story straight. We were "unstrung" to think that a child could be mistreated in a WATCH FDC home. We didn't see the child, but the young mother described him as very active, curious, into everything and terribly difficult for her to handle during these last weeks of her pregnancy.

We left her home, promising to investigate and to try to find a FDCM who would be more to her liking.

The next day we visited Ms. Storm, the young, attractive FDCM in the case, who was also in tears. She couldn't believe that Ms. Lane had accused her of mistreatment. She had cared for the child for only two hours one afternoon, and she and her husband had carried or rocked the child the whole time because he was so unhappy and was crying. We observed her with a baby in her care, as well as looked carefully at the surroundings. It was difficult for us to believe that Ms. Storm would mistreat a child.

Our staff couldn't be sure of where the truth lay. We took an educated guess that Ms. Lane had many things upsetting her (we listened to the overwhelming circumstances in which she found herself) and possibly she, in a frustrated state, had mistreated her son. However, we really didn't know. But of one danger we were certain: Such a situation could be explosive enough to destroy people and an organization like WATCH.

The staff asked the President of WATCH to call a special meeting of the Executive Board to discuss the matter. Again, common sense came to the

fore. It was agreed that the Information Service should send out a letter to all prospective users of FDC, outlining the service (see Appendix E). There was also consensus that if a child does look bruised, hurt, or in any other way not normal, the following steps should be taken:

--The parent should be immediately, or as soon as possible, informed,

--The FDCM should call a neighbor, another WATCH member, or the person in charge of the Information Service to inform her of the condition.

"But what if a FDCM does mistreat a child?" one member asked. Another member suggested that WATCH needed to set up a "buddy" system, so that if anyone felt out-of-sorts, tired, angry or upset, that FDCM could call a "buddy" to help her or take the children for a while. "We need to take preventive action, not wait until something bad happens." This kind of arrangement, it was then reported, had already started to operate with some of the FDCMs who lived in the same neighborhood.

As the Project has been phased out and WATCH takes over, we are aware of some of the tremendous difficulties the FDCMs face. The complex task of making the Information Service viable by FDCMs who work ten hours a day and have limited mobility may have been underestimated; however, we believe they will rise to the challenge and will find shortcuts and logical answers to the problems that arise.

CHAPTER 4

DAY CARE NEEDS OF A COMMUNITY

In June of 1972 the CFDC Project was approached by Sidney Smith, the director of The Pasadena Area Housing Development Corporation (PAHDCO), who wanted us to develop FDC for PAHDCO's five apartment buildings and 64 families. PAHDCO is a community related, non-profit corporation, formed to pursue a program of housing development for low and moderate income families in Pasadena. Its goal is to develop attractive and stable living environments through available federal subsidy programs. PAHDCO not only emphasizes providing acceptable housing, but also a process of self-determination, which is reflected in its predominantly minority board of directors and in tenant participation in management.

PAHDCO was interested in developing day care as one element in the social services it offered to its residents. Initially, it was proposed that we work with residents who, with support and help, might be interested in becoming FDCMs and caring for the children of other residents who needed day care. We were aware of the difficulties involved in developing new FDC homes and had some reservations about our ability to do so in such a setting. Nevertheless, we agreed to proceed provided that we could approach the situation with an open agenda. We began with an effort to determine what the residents felt their child care needs were and we discovered that there are

a great many variables which affect the child care situation in such a setting, each family having unique needs in this area.

In planning our approach to residents of PAHDCO we realized that in order to be able to discuss child care, we needed assistance in making contacts and building relationships. We again used the "gatekeeper" technique, rather than working through the management, in introducing ourselves to the residents. To help with this task, PAHDCO agreed to hire Ms. Doris Byrd as a FDC Consultant on a part-time basis. Ms. Byrd had had eight years of experience as a FDCM and had worked for two years with the CFDC Project. She had the ability to establish rapport with most of the people with whom we were working; she also had a good understanding of child care. Her help was invaluable in putting people at ease, thus encouraging them to talk with us, and in explaining FDC to parents.

We began our work by making individual contacts with the residents of the apartments. While this approach was time consuming, it was, in my opinion, the most important part of our work and an absolute essential if we were to get some sense of each family's situation and feelings about child care.

At two apartment buildings where there was an interest, we organized resident meetings to talk about child care. In the first building, the discussion centered around improvements in the play yard. Requests by these residents convinced the management that a fenced play area and a border around the sand pile would improve the quality of the environment and reduce maintenence problems. As a result, PAHDCO has added these features to the yards of four of the five completed apartment buildings.

Residents meeting in the second apartment building chose a resident representative to help communicate more effectively with management about

needed repairs. Some interest was also expressed in forming a "back-yard" play group. Such a program would feature special activities, group play experience for the children, and an occasional morning off for the parents who were to help supervise the children on a rotating basis. This idea never came to fruition, however, because of changing living situations on the part of two residents and a lack of real enthusiasm by the others. It seems to me, in retrospect, that such a program did not really meet the immediate needs of the people involved. While the residents were generally happy that the meetings helped them to become better acquainted, there was a reluctance to get too involved with the next door neighbor on a daily basis.

Ms. Byrd and I have also worked with four women who expressed an interest in becoming FDCMs. Our approach was to talk with them about FDC, make ourselves available, and encourage them to attend WATCH meetings. Since we believed that an individual must want to care for children and enjoy it to provide quality care, we were rather low key in our efforts to encourage women to become FDCMs. Although we are still working with these women, only one has continued to show an interest. She was encouraged by a friend who asked her to care for her four year old boy. In I'm Not Just a Babysitter, Sale and Torres noted that over half of the FDCMs with whom the CFDC Project worked started caring for children at the request of a friend, relative or neighbor. This personal touch is, in fact, a key to starting FDC.

From the beginning of our work with PAHDCO, one of the hopes was that FDC might, for some families, provide an opportunity to break away from Welfare. I would like to make special mention of our findings. Is FDC a viable choice of work for a person who receives Welfare? I feel the answer

must be "no," with perhaps a few stalwart exceptions. The major problem is a clash of the informal system of FDC with the computerized Welfare system. FDC can be an "up and down" thing, particularly when one is just beginning: at times a FDCM may not receive payment for services (parents may default on payments); often the number of children she cares for quickly drops (with a subsequent drop in her income) because of a change in the parents' situation. This means that it is difficult to be certain of a steady income, especially before she has established herself in a neighborhood. For better or worse, the use of computers by the Department of Public Social Services (DPSS) in California means that if a woman has a drop in income, which should increase her Welfare check, it will take three months for the change to show up in the amount received. Consequently, for the Welfare recipient who wishes to do FDC the chances of becoming self-sufficient are small; the odds are that the recipient will lose the very stability she is seeking.

In order for adjustments to be made in her Welfare check, a recipient must keep meticulous records of all expenses and must report her monthly income. If she applies for an allowance to compensate for her expenses, she must prove that the costs are over and above those of maintaining a home for her own family. In other words, if a recipient has children of her own, she must prove to DPSS that additional costs have been accrued solely from caring for other people's children, not her own. The Department of Internal Revenue permits deductions for FDCMs, based on a formula of how much of the home is used and the number of hours of that use; not so with DPSS, whose policy has the effect of penalizing Welfare recipients who wish to become FDCMs. A theoretical outcome could be that a recipient have her own children cared for by someone else (for which she would receive

child care expense) while she cares for FDC children. This would permit her to care for more children, since her own would not be part of the total, and her expenses could be more easily documented.

There is an administrative directive outlining a procedure for calculating the expenses a Welfare recipient incurs while doing FDC. However, neither the FDC Consultant nor the people I talked with at the DPSS office were familiar with this procedure. One could, of course, care for children without a license. However, for a Welfare recipient living in government subsidized housing such an operation is particularly risky. A woman may very well jeopardize what little stability she has in both her income and housing.

Our work with the PAHDCO residents is only partially complete; nevertheless, our findings to date do provide us with some tentative conclusions and a direction. First of all, the need for day care is not a clear-cut one. Within the PAHDCO apartments there are a number of single parent families or families where both parents work. Some of the single parents are women who are receiving Welfare and who have expressed an interest in working. Jobs, however, are not easy to come by. Those who are presently employed have, for the most part, satisfactory child care arrangements. The patterns are different for almost every family, reflecting the unique priorities of each parent and how much each can afford to pay. Often a grandmother cares for the children, or an aunt cares for them part time and they go to Headstart the rest of the day. Some use FDC, some nursery schools, and some have older children who stay with the little ones after school. One thing that has become clear in talking to parents, however, is that they are reluctant to become tied to a single "program." Most want to maintain an independent choice where the care of their children is concerned.

While it is true that choice is at the heart of the child care question, many parents find their choices limited by a lack of knowledge of child care resources in their community and by their own financial situation. At this point, it is my feeling that what needs to be done is to stimulate the ability of parents to demand quality child care in whatever form they wish. This would include some education as to what is available and what the various types of child care have to offer. In addition, I feel a subsidy program should be tried to provide parents with the financial means to act on their decisions. This could perhaps best be done through a system of matching funds.

PAHDCO has stated that "adequate housing in a good environment provides a major step toward solving the problems of unemployment, education, stable families, and good citizenship." Consequently, it seeks to provide such environments within reach of people of varied incomes.

A major component of a good environment is quality child care. While it is not a cure-all for all social ills, it is an important factor in the quality of life for many families. Parents need the means through knowledge and financial support to define, and choose, quality in their own terms. This is the direction we hope to move in the months ahead.

CHAPTER 5

STUDENT PLACEMENTS

Our work with the field demonstration assistants (FDAs)* changed during the final phase of the Project due to the need to rearrange our priorities. The goal was well defined: build support for the FDCMs with whom we worked so that when there was no longer a paid staff the women would have established a process upon which they could rely. Therefore, the Project focused on building WATCH and providing relevant college courses for FDCMs.

In order to work on these priority programs, we needed students to work in the FDC homes in a different way than they had previously functioned. We had to ask FDAs to substitute for FDCMs so that the latter could attend classes more frequently than in the past two years (see Chapter 2). This meant that students had very little direct contact with the FDCMs who were enrolled in the Seminar and Independent Study groups. In the past the student had worked side by side with each FDCM on Tuesday and only substituted for her on Thursday; this semester the FDA acted as a substitute on both days for the Seminar and Independent Study groups, seldom working in tandem with the FDCM.

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* The make-up of the student group was similar to last year's: ten young women, including two Mexican-Americans, one student from India, all in their twenties and only one had a child. Our "Fix-it" person ran into the usual problems that face a person placed in a role usually assigned to the opposite sex.

We provided time at the beginning of the fall semester for students to visit and get to know each FDCM before the women's classes started. However, there was only a brief meeting between the two when the student arrived to permit the FDCM to go to class and usually a short get-together when the woman returned from the class and before the FDA left.

This lack of ongoing contact raised problems for the students and FDCMs in the two groups. Neither really got a feeling for the other. Some students felt bored, uncommitted and "just babysitters"; but others were able to accept the situation as a challenge. Some FDCMs complained about student placements and were not comfortable about leaving their day care children.

The staff was keenly aware of the risks involved in this kind of arrangement, but, frankly, because of time restrictions we were forced to make a choice in terms of focus: we decided to put our energy and time into the work with the FDCMs. While this emphasis may have been at the expense of some students, it compelled all of them to develop a degree of self-reliance and decision-making.

We had learned some important things in field placements of students from our two years of experience. There was an interdepent triangle operating upon which we relied for progress in our program. The three points of the triangle were the students, the FDCMs, and the Project staff. Without movement from all three points the development of the Project could have been stopped, or at least slowed. The staff needed the assistance of the FDCMs to obtain accurate information about FDC in order to fulfill the commitment of the Demonstration; the students wanted challenging field placements and knowledge of day care; the FDCMs needed responsible back-up to release them from their homes so that they could meet with colleagues and participate in classes. Thus, each group was dependent on the other two

groups if its own needs were to be met.

Due to the "pressure-cooker" time limitations, the staff found that the balance necessary to keep the triangle moving was off kilter. Two important components were missing:

1. Staff commitment to the Project was much stronger, more intense and continuous than the commitment of the students. The fact that the Project had been in operation for two years and was due to close in six months had the effect of numbing the new FDAs. They were not, seemingly, a part of a growing program; rather, a part of a dying one.

   Our staff had to be the motivating force for the students; we could not expect them to be self-motivated. To do this we had to constantly update them as to what occurred from week-to-week, as well as try to imbue them with some of the excitement of the previous two years of work. We had to convey our disappointments, sorrows, and our joys in order to challenge them to share our commitment.

2. The staff had to assume the responsibility of making sure the students were being given their money's worth in terms of good learning experiences. How could we legitimately expect students to learn how FDCMs functioned if the women were not present to demonstrate and discuss their child-rearing practices?

By mid-November, we became painfully aware of our problems and started to "correct" our positions in order to bring more balance into the triangle. Fortunately, the staff was able to restructure the classes by giving to FDCMs home assignments that required joint observations of the children by the women and the students. In addition, some changes were made in the FDA placements in order to make visits (other than the Tuesday and Thursday mornings) by the students to the homes more feasible. Unfortunately, we were never quite able to build a kind of esprit de corps--something past student groups had experienced. While the staff felt that we were making headway in this direction, time was our enemy; in the past, we had had two semesters to accomplish our goals with the students--one semester was not long enough to complete the developmental cycle.

Although there is no stipend to offer, four Pacific Oaks College students (two new to FDC and two who were involved in the last months of the Project) have chosen to take the practicum and seminar which Yolanda Torres and June Sale will continue to supervise as part of their ongoing faculty appointments. The future of field placements in FDC settings for Pacific Oaks College students seems promising.

PART II

THE COMMUNITY FAMILY DAY CARE PROJECT

(August 1, 1972-January 31, 1973)

This section of our report will highlight the successes and the failures of the two-and-one-half year demonstration Project.

Recommendations for future programs will be discussed in light of our evaluation.

CHAPTER 6

SUMMARY OF WORK ACCOMPLISHED

The goals of the CFDC Demonstration Project have been reached: an examination of FDC as one form of out-of-home care for children and an assessment of its potential in delivering developmental services. Our findings have been documented in previous reports and in several publications (Sale, 1972; Sale, 1973) ; they proclaim "loud and clear"-- FDC is, or has the potential of, providing a developmental service for children and their families.

This chapter will briefly describe and assess the supports the Project utilized to enhance and extend programs for the children, their families and the FDCMs. While most of this material has been narrated elsewhere, it is important to again summarize those services we provided in order to better understand our conclusions and recommendations, as well as budgetary considerations for replication of the Project.

Our services could not have been utilized if we had not been permitted into FDC homes; we probably would not have been permitted in FDC homes if we hadn't offered services. Our first and most crucial task, then, was to be sensitive to FDCMs' needs and be able to act upon what we learned. After working with 40 licensed and unlicensed FDCMs over a period of two and one-half years we found that some services worked well, others

did not. The following description lists those services considered successful and unsuccessful. (Within these groupings, it is difficult to list each item in order of importance since many were interrelated and dependent on each other for successful operation.)

Successful Services

Center Meetings

The opportunity for FDCMs to gather together, to socialize, compare experiences, and be able to talk to other adults engaged in the same occupation was important in making the women aware of themselves as valuable individuals.

Essential aspects of the group meetings were a sensitive staff and sufficient time:

--Bringing together a widely diverse group of FDCMs to talk about problems and some solutions runs the risk of the most vocal, and often authoritarian, women taking over the direction of the group. A sensitive and authoritative staff must be available to assist the more timid FDCMs and gently guide the direction of the discussion toward positive goals of improving the lives of children, parents and the FDCMs.

--To build a trusting relationship, an essential component of wise decision-making, the staff and the FDCMs needed time. We estimated that it took up to one year of listening between FDCMs and staff to assess individual positions and decide to work toward change. Then it was necessary to have the time to experiment with alternative styles, in a non-threatening environment.

The Field Demonstration Assistants

We are convinced that all FDCMs need some time away from the children; need some time with other adults in a setting away from their homes; need

some time at home with other adults. The FDAs were able to provide the back-up necessary to free the women so that the above needs could be met.

But, just as important, FDCMs were, as a group, excellent instructors for students wishing to have experience in community placements. Definitely a plus was the fact that the home visitor was a learner--not an expert who would teach the "correct" way of operating programs for children. The presence of the FDAs as students and the FDCMs as instructors had the effect of building the self-image of the women, helping them understand and appreciate the responsible positions they held.

Community Resources

Helping FDCMs to know and to utilize existing community resources was an excellent method of increasing and expanding their already enormous competencies. The Manual of Community Resources, which we developed during the first year of our Project, went a long way in the direction of identifying agencies, institutions, and individuals who could help to improve the FDCMs' programs.

Monthly Bulletin

The Newsletter was another way of keeping the communication lines open between FDCMs, as well as informing each of current solutions to problems and of happenings about Pasadena. It also served as a reminder of their status as FDCMs, which was defined in proud and positive terms.

College Classes

One clear way of telling a group that they are indeed important and of value is to establish college-related courses that are designed with and for them. Too often, courses offered FDCMs have been designed for nursery school or day care center personnel, not taking into account the home as a learning environment. Too often, courses have been offered without

including FDCMs in the planning, resulting in a subtle denigration of the experience and understanding of many women who have been successfully providing FDC for up to 20 years.

WATCH

A self-help organization can only begin to form and function after there has been established a sense of community among the FDCMs. Again, this takes a good deal of time and sensitive staff support. WATCH took on many of the aspects of our beginning Center Meetings when it was first born--a feeling and stretching period, where the most vocal seemed to assume control. To maintain a democratic and dynamic organization and achieve the goals that the group had set for itself, it was necessary for the FDCMs and the staff to invest enormous amounts of time and energy. WATCH is the culmination of the Project; as long as it continues to work toward its objectives, the organization will extend the benefits of the Project since their lives have been so closely intertwined.

Cooperative Nursery School

The opportunity to have an alternative program for some children who needed a group nursery school experience was an excellent service and one that we, as a staff, tended to take for granted. However, its benefits were great and deeply appreciated by the FDCMs who participated in the Mothers' Club Cooperative Nursery School.

Information Service

This time consuming service was one that our Project staff could not refuse. We had not intended to become so heavily involved in this service, but our commitment to the FDCMs and the community left us little choice. We were asked for assistance in making child care arrangements by anxious and concerned parents; we were told of vacancies in homes of excellent

FDCMs; somehow the service grew beyond our expectations.

The "Fix-it" Person

An extremely practical and needed service position was that of the "Fix-it" person. This person provided tangible assistance in improving the environment and making low-cost equipment and toys for a group of FDCMs, a necessity for any project working toward improvement of programs.

No-Interest Loan Fund

Although this service was not widely used, it was effective and vital for those who needed it. We believe that it will have much wider use in the future as the FDCMs continue to upgrade their environment.

Service That Was Both Successful and Unsuccessful

Toy Loan

The logistics of the Toy Loan proved to be a constant reminder of the diversity within the Project staff. The compulsive members were concerned about the fact that the equipment wasn't being moved about enough; that FDCMs traded toys without informing us; that smaller toys were returned with bits and pieces missing. (I remember trying to put together a puzzle with a missing piece!) The more relaxed members of the staff also worried about the sheer logistics of moving the toys and equipment among the FDCMs after the Project was closed and there would be no man- or woman-power to haul or pick up the items, as well as no space for storage. The Toy Loan could not really be termed unsuccessful from the viewpoint of the FDCMs; it was put in this category by the staff mainly because of the time, effort and worry it caused us and the students.

We are not sure that this was the best use of our time. The jury is still out so we must await a verdict on the Toy Loan; it can be better

assessed after a year of operation by WATCH. We have an educated hunch that the FDCMs will be able to handle the Toy Loan in a far more common-sense, no-nonsense approach; then, we would have to switch this service to the category of "Successful."

Unsuccessful Services

Group Purchasing

Group purchasing is another great idea provided there is a good deal of staff time and energy to pursue it. Our Project simply did not have the resources to make this service meaningful for the FDCMs.

Story Hour

The Story Hour, which we conducted with the assistance of the neighborhood librarian, served too few FDCMs and their children to justify the amount of preparation and time of the full staff and some students in providing it at the Center. We have encouraged a group of FDCMs in a given neighborhood to invite their closest librarian to conduct a story hour in a joint arrangement at a home. This plan has worked well for three FDCMs, but so far as we know has not been pursued by others. However, we have noted an increased use of library facilities by FDCMs; in part this may be due to Center Meeting discussions and The Manual of Community Resources, which was made available to them.

Volunteers

The volunteer program never really got off the ground. Although the idea was enthusiastically accepted by the Project and a staff member was assigned this responsibility, the recruits were few and it was difficult to maintain an ongoing relationship with them. Two young women worked in three homes but their work schedules got mixed up with the FDAs', summer

and vacation time came along, the Project was closing soon, and the whole idea wound down like a tired clock. FDC is a difficult placement for volunteers; they are not visible; training is complicated and the rewards are not apparent. We believe that if we had had more time and other Project problems had not been more pressing, this aspect of the program could have been developed into a positive service for volunteers and FDCMs.

Field Faculty

The notion of the Field Faculty is still a good one on paper--it just didn't work for us. The logistics of freeing a FDCM to assist another FDCM does not seem to be practical in terms of timing and match-making. We would like to see this idea tried again. WATCH has adapted the idea to its needs and has operationalized the concept so that more experienced FDCMs are now helpers to women new to FDC. Perhaps the staff superimposed the Field Faculty idea too soon and with too much "professional" investment, rather than waiting for the need to arise from the women themselves.

We have briefly sketched those supportive services used in the CFDC Project. Let us now examine some of the implications they raise.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

As we conclude two and one-half years of work with the CFDC Project, during which we sought out and identified FDCMs, explored and implemented ways to aid and improve FDC and helped to expand its use, we unqualifiedly endorse the premise that FDC should be supported.

The Webster's New World Dictionary defines and lists these synonyms for the word "support":

> ...the broadest of these terms suggests a favoring of someone or something, either by giving active aid or merely by approving or sanctioning; uphold, suggests that what is being supported is under attack; sustain implies full active support so as to strengthen or keep from failing; maintain, suggests a supporting so as to keep intact or unimpaired; advocate, implies support in speech or writing and sometimes connotes persuasion or argument; back, suggests support, as financial aid, moral encouragement etc., given to prevent failure.
>
> (1966, pp. 1465-1466)

Nowhere among the synonyms is the word "change."* Yet, in our many discussions with well-meaning people who have become interested in FDC, there always seems to be the thread of thought that goes something like this:

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* Its definition: "Change denotes a making or becoming distinctly different and implies either a radical transmutation of character or replacement with something else...." The Webster's New World Dictionary 1966, p. 244

> FDC is a way in which we may provide day care for poor (usually Welfare) children ir a fairly inexpensive way. But, of course, we will change it from custodial to a developmental service. We will help the FDCMs by training them; we will make the homes centers for emotional, social, and cognitive development; we will make them more like a nursery school; we will make them educational.

On the surface, who could argue with those professionals who want to provide the best for our poor children? We have! We will!

FDC should be supported and improved, not changed. To maintain its character, FDC should not be a segregated experience for children. We have found that in the FDC homes with which we have worked there is the possibility of attaining the widest, most democratic mixing of people of all races, religions, political thinking and economic background. Let's keep that possibility open--let us not segregate poor children. Part of the great educational experience which children may have in FDC is that marvelous mix.

We sound like a broken record to ourselves and to others when we state: the home is a learning environment. The school should not be (does not have to be) replicated in the home in order to fully develop children's emotional, social, and cognitive potential. What is needed, however, is a reassessment of alternatives for helping children to develop and grow. Experimentation is being attempted more and more in the open classroom, which may be located in a school room, a museum, a bus, a park--and would you believe, a home?

We are not opposed to emotional, social, and cognitive development of children--that's like being for custodial care, or against apple pie, motherhood, and the flag. We do favor developmental care, but we believe there are many ways of achieving it. FDC often provides the opportunities children need to gain the balance of the big three (emotional, social, and cognitive development). While all FDC homes do not provide these

opportunities (just as all nursery schools and day care centers do not provide them), the potential is there. Support is needed to assist FDCMs in maintaining what is working and is good for children and their families; support is necessary for improving what now exists in order to make it better for those families who choose to use FDC.

The problem of improving programs for children is not unique to any service, whether it be health care, foster care, center care, or FDC. This seems to be a societal problem, one that speaks to the priorities which we as a nation place on our children; they are too often on the bottom of the list. If it is a question of spending a buck on war or defense, reducing the Welfare roles, or providing a good life for children, is there any question where our country stands? Licensing and restrictive legislation are not the answer to improving services for children. In FDC (as in other services), those who are going to exploit children and their families merely go underground; licensing may slap their hands, but it is easy to avoid that punishment the next time around by merely becoming invisible and fading into the landscape.

We believe that a self-help organization like WATCH can assist in improving good services for children and their families. It is also possible that some form of subsidy would help to improve the quality of care. However, an informed parent-consumer would be the most important and direct way of improving services for children. If parents do not use a service for children, it dies. Most parents want the best for their children, yet in our fragmented society there are few institutions or individuals established to assist "normal," untroubled parents with information or knowledge about what is best for their child. The media is no substitute for the extended family, yet that often is all that young parents have to rely

upon for information on child rearing. Should we not devote more resources to support families in helping them to make child care decisions that are individual and unique to each of them?

Information for Parents

Our experience in Pasadena has dramatically pointed out the bind faced by families seeking child care arrangements. Many parents do not know what questions to ask in order to make the arrangement that would best meet their needs; many do not know where to look or ask in order to obtain information about child care arrangements; many do not know on what basis they should make a choice, given some alternative types of child care arrangements.

Those families that have been labeled deviant by the community in terms of economics, mental health, or social status may find help in making choices (although most often the choices are made for them by professionals assigned to give assistance). The average working or middle-income parent, though, has nowhere to turn for information or referrals within the community hierarchy. Neighbors, friends, and extended family are excellent ways of finding how to work the system of informal child care arrangements; however, it has been our experience that even this system needs support such as the Day Care Neighbor (Collins and Watson, 1969); but more, this option is not available to many.

In our mobile society, young people do not always have an extended family and they often rely on peer groups for assistance in making decisions, in which case they pool their inexperience. We recommend that some form of community assistance should be available to help parents make choices that would best match their values and needs. We believe most parents want the best for their children but often don't know how to get that

which they want.

This type of program would require a different stance to be taken by professionals in the helping services; it would require that each family be helped to design the kind of child rearing arrangement that was needed so that the children learn and grow in a manner compatible with the parents' values; it would require professionals to use their expertise to help parents go in the direction they choose; it would be parent education for quality child care in a pluralistic and diverse setting. We strongly recommend that more emphasis be placed on community and parent education as one way to improve the quality of services for children.

College Support

The FDCMs with whom we worked received great benefit from being connected with an educational institution like Pacific Oaks College. The College gave the aura of respectability which helps to build a good image of FDC, as well as hold some expectation for quality, in terms of an educational environment. Many FDC programs throughout the country have been initiated from Welfare Departments; this sponsorship creates many problems. The term "Welfare" has so many negative connotations in itself, that this rubs off onto FDC. The Department of Social Services (DPSS) in the Los Angeles County area is so overwhelmed by budget cuts, changes in personnel and the insecurity of what the future will bring, it hardly can be expected to be a model for starting programs that will improve quality child care. In addition, DPSS is the licensing agency, and as such its personnel has difficulty in relating to FDCMs in an open and direct manner. All of these problems can, apparently, be overcome with sensitive, capable personnel; but such seems to be the exception rather than the rule. College sponsorship, however, bypasses most of the negative aspects associated

with Welfare and adds a good deal of positive imagery. Another advantage of being college based is the possibility of student practicums in FDC homes.

Our experience with student placements has been rewarding. We would like to recommend that such placements be encouraged and supported; they provide enriching experiences for the students as well as for the recipients of their service. However, these field settings should be undertaken with some very basic facts in mind: they are expensive, they are time-consuming, they require sensitive match-making. The motives for involving students should be carefully examined, and the program pursued only if there seems to be value for everyone involved (this includes the students, the FDCMs, and the supervising faculty).

Time

One of the phrases running throughout this report is "not enough time." We would emphatically recommend that programs such as the CFDC Project be given a minimum of three years in which to complete its initial phase of work; five years would be far more sensible. It takes time to establish trust; it takes time to wisely listen and plan courses; it takes time to build a self-help organization. There are no instant, magical ways of accomplishing work with people who don't take orders, who think for themselves, who come from diverse and interesting backgrounds. Time, and enough of it, is an essential component of programs for people.

Projects funded only from year to year have a peculiar life of their own and tend to be more expensive in terms of monetary, energy, and people cost. Conscientious staff members tend to try to accomplish too much in too little time and may push heavily upon the very people they wish to serve, with this kind of yearly funding. The yearly cycle of writing a

new proposal to justify new monies, after being six months into a program, then waiting for the axe to fall or to be spared, takes the obvious toll. Over and above that, the insecurity of "what will happen next year?" tends to make the attrition rate high among many qualified personnel.

We are not opposed to high quality control and accountability for all projects--this is a welcome component of most worthwhile programs. But having to justify a program's existence, as often happens in year-to-year programs, tends to divert the staff from working with the people they are intended to learn from and understand. Three to five year funding would make far more sense and cost less in dollars as well as in wear and tear on the served and serving.

Support for What Already Exists

Our closing recommendation has to do with supporting what we know is good, what already works--supporting what may not be new nor innovative nor experimental. There are a few systems of support for FDC that were initiated through research and demonstration funds which work*; but they are no longer supported. The media has often commented on the need for many in the United States to have things, systems and people be new, innovative, young. We agree that we should pursue the future with an open mind for what is possible, and even for what is not possible; but we should not throw out what has been treasured and of value to people.

When a new technique of nursing care has been developed for better patient care, through a research and demonstration program, should the method be terminated when the funds have run out, if the local community cannot pick up the cost? In business, it is true, a new, experimental

* Emlen's, Collins' and Watson's Portland program (1969, 1971)
Valenstein's Michigan program (1972)

technique usually is tried and then retained only if it improves the product and/or maintains or makes more profit for the owner. Sometimes businesses are compared to human services, but the comparisons don't seem worthy of the values we, as a nation, say we hold in high esteem.

Humans are not products who may be turned out on an assembly line, cost-unit basis; they may not be recalled if a mistake has been made in the support system established for them. Hopefully, there are some things that we know about children and their needs: we know that they need a balanced diet of nutrition, love, and stimulation within a safe and nurturing environment in order to grow, develop and be. We don't have to discover and rediscover these truths every five or ten years anymore than we have to rediscover the wheel.

Within our own Project, we have not made any great discoveries. We have learned that, given support, FDC can be an excellent service for children and their families. Hopefully, WATCH will lend the support that the women we know in FDC will need to assist them in doing their jobs, as they and the families they serve would like. It would have seemed prudent, however, for the Office of Child Development to have offered continued assistance to insure that the women may continue to grow and develop in their work. Our Project was unable to find local funding to carry on the work of our program. It's a bit like trying to find an adoptive home for an adolescent child; there is nothing very appealing about taking on a project that was born of another organization and has passed the exciting "cute" stage of development. Most institutions and organizations that we know are pinched for funds and would rather use what they have to develop their own programs and brand of operation. The investment for OCD would have been minimal for supporting the work of WATCH on a paid, systematic basis.

In spite of the "pressure cooker" time limitations, the staff has very positive feelings about the accomplishments of the CFDC Project. We have listened to those concerned about FDC; we have talked and written of our concern about FDC; we have come to understand FDC from the outside to the inside; we have tried to tell others what we have learned.

It would have been important to offer continued support for WATCH, not only to improve quality child care for children and their parents in the Pasadena area, but to continue the dissemination of information and ideas about FDC, for which this Project has had requests from all over the United States and far corners of the world. Daily, during the past year and one-half, we have received inquiries about the Project. We have answered letters, sent our reports, discussed FDC with individuals and groups, and even travelled long distances to assist in workshops and seminars. We have demonstrated a process and perhaps have provided a model for others who wish to support FDC in their community.

The most rewarding part of our work was being able to observe the FDCMs themselves becoming strong, clear advocates for FDC. Their previous lack of confidence has turned into authoritative presence; their timidity has turned into speaking out for what they believe. To speak confidently in your own behalf is a privilege; to speak honestly, recognizing your strengths and weaknesses, is unusual; to speak and act with responsibility is rare. FDCMs are beginning to speak and act in these ways. It is a beginning--a starting point. We'll care about and watch WATCH in the future.

PART III

A frequent question asked about the CFDC Project is, "How much would it cost to replicate?" Our answer has been, "It depends...." It depends on the location, the availability and quality of personnel involved, numbers and backgrounds of FDCMs and students, and most important the goals of the program. For example, a program with a research component will be more expensive than a demonstration project; a program funded for a three year period will be less expensive on an annual basis than a year-to-year project. an urban program will probably be more expensive than a rural.

This part of our report deals with some of the cost issues that should be considered in planning a process (not model) similar to the CFDC Project. The budget presented represents our thinking in terms of items we have found are essential to carrying out the character and stance of the CFDC Project.

CHAPTER 8

COST ISSUES

In order to provide a support system for an existing network of FDC, the costs are considered in four distinct parts: The personnel necessary to provide the support (staff and students); the environment necessary to provide the support (equipment, rent telephone, utilities); the material necessary to provide the support (Toy Loan, reproductions costs and supplies); the costs that would not fit under any of these categories, which we have placed in a miscellaneous section (No-interest Loan Fund, cooperative nursery school scholarships, travel).

Personnel Costs

Personnel needs may change from year to year, depending on the funding source and its expectations as well as the progress of the Project and the goals toward which it is working. Our staffing patterns were based on our own need for careful documentation of the process, as well as the need for a staff that would be representative of the FDCMs with whom we worked. Therefore, an articulate, ethnically mixed staff was a requirement for the personnel hired for the Project. The salaries paid were commensurate with those paid at Pacific Oaks College. The following job descriptions detail the work and professional personnel we considered essential:

"Director

Duties: Plans, organizes and administers the CFDC Project. Supervises the activities of the work-study students. Works closely with the Assistant Director in the day-to-day funstioning of the Project. Recruits, selects and supervises hired staff. Plans and conducts staff meetings. Observes and participates in program activities. Supervises fiscal, purchasing, and other related activities. Is responsible for maintaining records and preparing reports.

Education and Experience: Master's degree in social work or early childhood education, with experience in working with diverse groups. Knowledge of, and experience in, community organization.

"Assistant Director (Two half-time)

Duties: Assists Director in the day-to-day functioning of the Project. Assists in recruitment of consultant FDCMs. Assists in maintaining records, anecdotal records, and the preparation of reports, handbooks and classes. Attends staff meetings. Participates in program activities. Assumes Director's position in Director's absence.

Education and Experience: Education, life experience, the ability to articulate and report, plus a knowledge of, and experience with children and their families of diverse backgrounds, are prerequisites that will be weighed and balanced. We will be flexible in determining the correct amount of each in order to choose an effective Assistant Director for the Project, one of whom must be fluent in Spanish.

"Community Developer

Duties: Assists Director in contacting the necessary community resources for building a self-help organization. Attends community meetings

contacts agency and institutional offices for the purpose of helping to make FDC visible to the community and to help make community resources visible to FDCMs. Helps with recruitment and training of volunteers.

Education and Experience: Education, life experience, the ability to articulate and report, plus a knowledge of and experience with low income children and their families, are all prerequisites that will be weighed and balanced. We will be flexible in determining the correct amounts of each in order to choose an effective Community Developer for the Project."

Other vitally important personnel involved in the Project were the Administrative Assistant, a part-time Typist and a part-time Bookkeeper. The Administrative Assistant kept the Project functioning: she was the contact for the FDCMs on the phone, made decisions on which staff member would answer inquiries, typed logs, reports and proposals (and made them literate and understandable), as well as kept the staff on its toes concerning appointments. A part-time Typist was necessary to transcribe the tapes of the many meetings with FDCMs, as well as some student seminars. A part-time Bookkeeper was essential to help us keep an even flow of checks for the consultant FDCMs and to keep a monthly record of expenditures. She was responsible for an accurate record of purchases, maintaining payroll for staff and students and keeping us fiscally informed.

The ten Field Demonstration Assistants and the "Fix-it" person were paid $2.50 per hour for the 12 hours they worked each week with the Project. They were paid in the same manner as work-study students and were reimbursed only for the time they were present and working (no sick leave or vacation time).

The FDCMs were paid $10 for each Center meeting they attended.

Consultants were important in keeping the content of the Project fresh, moving, and up-to-date. Objective professionals were able to help us look at our work from a different and often much clearer perspective. The pay of the Consultants varied with the amount of time spent, as well as what each charged. The fees ranged from $25 for a half day to $100 for a full day of work.

Our costs for staff personnel were $51,500 per year (add to this FICA, retirement, insurance, etc.,--computed at 14% X $51,500--which equals $7,210); Field Demonstration Assistants' fees were $15,080 per year; FDCMs received $3,000 per year; and Consultants were paid $400 per year. This totals $77,135 per year.

Environmental Costs

Included in the environmental costs were the following items:

--Rent for the storefront in which we conducted our business, held Center meetings and stored our Toy Loan materials.

--Telephone (one the first and second years, two the last six months)

--Utilities and insurance, which made it possible to use our environment to the fullest.

Our costs per year for these items were $4500.

Material Costs

Such items as office supplies, instructional supplies, stamps, xeroxing (which took a large portion of this part of the budget) and the Toy Loan materials were placed under this category. The yearly budget for these materials was $2500.

Miscellaneous Costs

The travel budget included mileage for the staff for 100 miles a

month at 10¢ per mile; attendance at professional conferences for FDCMs, staff and students, as well as bus transportation for a yearly trip for FDCMs and their day care children.

Tuition fees for six day care children who attended Mothers' Club Cooperative Nursery School was $21 per child per month for ten months.

The No-Interest Loan Fund amounted to $1,000.

The total miscellaneous category for one year was $3,460.

Account should be made of another important consideration. The role that Pacific Oaks College played in supplying the Project with many tangible and intangible materials was immeasurable. All of the equipment was provided by the College, including everything from desks and chairs to typewriters, filing cabinets and tape recorders. In addition, whenever a classroom or meeting space was necessary, this was made available to us. But more, consultation of the hand-holding kind to innovative problem-solving sessions by the faculty and administrative staff of Pacific Oaks was shared with the Project staff and students. Pacific Oaks did receive Indirect Cost benefit from the Project, but we believe we used more than the College received. We will not include the Indirect Costs in this budget since, if this category is used, each institution establishes its own formula jointly with the funding agency.

The yearly budget that we have itemized totals $87,595. This figure does not represent the amount funded by the Office of Child Development but does describe the costs we believe are essential to support a program serving 25 to 30 FDCMs and approximately 125 to 150 children, if it is to be a quality FDC project.

A Summary of the Budget

Personnel		
Director Assistant Director Community Developer Administrative Assistant Half-time Typist Half-time Bookkeeper		$51,500
FICA, retirement, insurance, etc. 14% X $51,500		7,155
10 FDAs and one "Fix-it" Person		15,080
25-30 FDCMs		3,000
Consultants		400
	sub-total	$77,135
Environment		
Rent		3,300
Telephone, utilities, insurance		1,200
	sub-total	$ 4,500
Material Costs		
Office supplies and Toy Loan		2,500
	sub-total	$ 2,500
Miscellaneous Costs		
Travel		1,200
Tuition for Mothers' Club Co-op Nursery School		1,260
No-Interest Loan Fund (one year only)		1,000
	sub-total	$ 3,460
	TOTAL	$87,595

In closing, it would be important to note that if the CFDC Project were to continue, the budget would have been considerably smaller. The essential category to insure the continuation of the work of the Project would be in personnel.

An ongoing Organization Developer to help WATCH continue its work would be important, and continued support for student placements and their supervision would be helpful in improving quality. Working out of Pacific Oaks College, space costs would be less. We estimate that the yearly budget could be cut from one-half to two-thirds of the amount needed for each of the first three years.

We have said before that quality care of children, in any setting, is expensive. This Project has served to reinforce our conviction that such care is a worthwhile way to use our country's resources.

W A T C H

As you probably know, the Community Family Day Care Project is terminating at the end of January, 1973. In the last few months WATCH gradually has taken on many of the tasks the Project staff used to do. Since WATCH is not a large organization and has limited funds, we will be able to give benefits and services only to those people who become paid members of WATCH. Dues are only five dollars ($5.00) per year. All paid members will be entitled to the following special WATCH benefits:

Referral Service: A special person is being hired by WATCH to make referrals to all organization members who wish to care for more children. Members receiving additional children through this service will pay the referral person a small commission.

Toy Loan: The Toy Loan consists of toys and other equipment purchased by the Project and now being turned over to WATCH. Many of the items are too large or too expensive for an individual FDCM to buy on her own. Join WATCH and borrow what you like!

No Interest Loan Fund: A $1,000 loan fund, belonging to WATCH, is available to "help improve the quality of family day care" in WATCH members' homes. Full terms and requirements for a loan can be obtained from the loan committee: Barbara Soos, Lari Chouinard, and Peggy Macdonald.

Aid to New FDCMs: Special orientation packets have been prepared by WATCH. These packets contain useful information and ideas for new FDCMs. Also, other WATCH members will be more than willing to give advice and encouragement to new FDCMs.

Back-Up Cooperative: WATCH is setting up a system to help members find temporary substitutes during vacations, times of illness, or perhaps just for a few hours during the week. This will be an important service which will give WATCH members a little more freedom of movement. A good substitute is often hard to find!

Discounts: WATCH is now trying to line up special discounts at neighborhood stores for all organization members. The more members WATCH has, the bigger and better the discounts we all may be able to get. Have you recruited a new member yet?

Newsletter: The newsletter contains such regular features as: helpful hints, arts and crafts, recipes, want ads, book reviews, health news, nutrition facts, and other information which is important for all day care mothers. This newsletter comes out each month just before the WATCH meeting and always contains special news about WATCH happenings.

We hope to add even more benefits in the future. WATCH also is a group where you can talk over common problems with other FDCMs, make new friends, and work together to improve the image and quality of family day care for everyone. We need you to help us grow and accomplish even more.

COMMUNITY FAMILY DAY CARE BULLETIN

Vol. 3, No. 3 728 No. Los Robles, Pasadena, CA 91104 (793-5563 December, 1972

DECEMBER MEETING

The Federal Project terminates in January so we have a lot of business to discuss--important business. Most important is the referral system. This must be set up. It is important that everyone attend and contribute their ideas, wishes and votes. If you know of anyone who would like to be the referral person (Maxine does this now) please contact the Project office, 793-5563.

We will be discussing other business as well and the committees will also meet.

December 11th -- at 7:30 p.m. (promptly)
Dining Room Pacific Oaks

SALES

On December 26th both Bullocks and the Broadway in Pasadena sponsor their Christmas clearance sales and they are fantastic! Go early because the crowds are overwhelming. Many people give gift certificates from these stores as Christmas gifts and then the recipients cash in on the sales.

The Broadway, J.C. Penney Co. and Robinsons will be having their White Sales in January. As yet, the dates are not set. Sears does not give any advance information.

CHRISTMAS TREES at very reasonable rates being sold by St. Philip's Boy Scouts on Hill St. (across from Pasadena City College) Sundays - 9am-6:30pm; Sat.-1-9pm and Weekdays 4-9pm.

The "No Interest" LOAN QUALIFICATIONS

WATCH has been given $1,000 by the Project which is currently in a saving account to be used as a "No Interest" Loan by the membership.

Read the following and call the committee if you qualify and have a need:

1. The money is to be used to "improve Family Day Care in the home".
2. The applicant must be a paid WATCH member for a minimum of 60 days prior to applying.
3. Loans are not made to WATCH members who have ready access to personal funds such as checking or savings accounts.
4. Members may borrow up to $300 and take up to six (6) months to repay.
5. An interview with the loan committee must be set up. No telephone interview will be considered. The committee consists of the Pres., Peggy MacDonald, 794-9705, the Sec., Lari Chouinard, 795-1700 and the Treas., Barbara Soos, 798-4211.
6. The applicant must be willing to sign a promisary note.

NUTS

In general, nut trees grow slowly, but live long. Trees of the walnut, chestnut, pecan and filbert continue to produce nuts a hundred years or more after planting.

Since most nut crops in the U.S. are not harvested and packed prior to November 1 - 15, it is virtually impossible for retailers to have all "new crop" nuts on display for the first holiday sales.

Nuts-in-the-shell can be stored by the consumer much more satisfactorily, and longer, than shelled nuts (a very big advantage). Almost without qualification, home-cracking of nuts to secure whole kernels will be lower cost than the small packages of shelled. As a general guide, one pound of in-shell nuts will produce the following approximate quanity of kernels: English walnuts - 7 ozs.; pecans - 6 3/4 ozs.; black walnuts - 3½ ozs.; filberts - 7 ozs. Almonds - 6½ ozs.; Brazils - 8 ozs.

The best initial aid to selection is whether the package contains the U.S. D.A. inspection shield showing U.S. No. 1 (or better) grade. Nuts with clean, bright shells that are not dull, dirty, or stained; that are not cracked or broken; shells that are well-shaped - all are indications of good quality kernels within the shell.

HELPFUL HINTS
by
Mattie Doss

To keep pictures hanging straight, paste a small piece of sand paper on the back of the picture near the bottom.

A good use for odds and ends of candles is to melt them down over low heat, and add spices, or a few whole cloves. Then pour into attractive molds with wicks and use for air freshening in bathroom and other places.

Save scraps of foil, ball them up and use as pot-cleaning pads.

ANNOUNCEMENTS

Dec. 16 & 17 -- Christmas show (drama-dance production), Saturday at 8 p.m., Sunday, 2:30 p.m. in the Civic Auditorium in Pasadena.

Queen Anne's Cottage at the L.A. Arboretum in Arcadia is all decorated for Christmas.

Welcome to another new member, Ruth Hopkins. This brings our paid membership to 34.

BOOK REVIEW
by
Vicki Felts

*What Every Child Would Like His Parents to Know by Dr. Lee Salk

Another fine book which parents should find extremely helpful and interesting. Dr. Salk answers questions about leaving your baby with others, toilet training, discipline vs. punishment, sibling rivalry, and a child's problems at school. He delivers on questions regarding sex emperiences, using a pacifier and how to help a child in trouble. What Every Child Would Like His Parents to Know could easily fill an encylopedia, but Dr. Salk has given us a great start. I strongly recommend this selection as an intelligent and compassionate addition to the art of child care.

*to help with the emotional problems of his everyday life.

Honorable Mention: Between Parent and Teenager by Dr. Ginott. A successful follow-up to his previous work, Between Parent and Child.

RECIPES

Snack treat -- Sliced apples spread with peanut butter (given by Ruth Hopkins) Another treat is frosting spread between soda crackers.

Lunch treat--Have a pizza picnic--One large pizza with all the trimmings--sliced apples or oranges on the side.

Canned favorites for lunch--Lasagna, Spaghettios, Beans and Franks, Vegetable (beef) soup. Large cans feed several children. It is nutritious and economical.

Cold Mornings

Try Tang and hot water. My children don't like tea, and can't have coffee. I don't let them have too much chocolate. But they can drink hot orange Tang all day. Even the youngest ones love it. It's high in Vitamin C which they need now for cold days. (contributed by Barb Soos)

CRAFTS

Cardboard impressions -- Cut any shape you desire out of cardboard. Let children put shapes under a paper and then use side of crayon to color over the top.

Cardboard puzzle -- Take a favorite picture or pictures from old torn books and glue to cardboard. Then cut into number of pieces desired. Cut simply or more difficult depending on age and capabilities of your children.

Craft Hint -- 1. Use hair spray to cover water colored items. 2. Use needle point needles threaded with yarn and let children sew up meat trays thread pieces of paper, etc. (given by Ruth Hopkins).

ADS

Wanted: Plain old '68 or '69 Station Wagon -- preferably an American make. Call Yolonda, 684-2856.

Wanted: Small child's safety harness that will fit in an automobile. Also will sell bassinet, high chair and wooden playpen. Call Mattie Doss, 681-5977

Wanted: Apartment, unfurnished in Pasadena, Altadena, or Sierra Madre. One bedroom at $100 or two bedroom at $115. Call Dianne Wilgen at 795-0034.

Wanted: Single cot or single size rollaway bed. Call Dianne Wilgen at 795-0034.

Wanted: Child's clothing, size 4 Call Liz Koochoo at 681-4362 (after 6 p.m.)

REFERRALS

We need a person to do referral work after the Project terminates. WATCH will pay for the installation and maintenance of a special phone (for referral use only) at the home of the referral person. The person will work on a "commission" basis.

If anyone knows of a person who might be interested in this work please contact the Project office at 793-5563.

This person does not have to be a Day Care Mother and perhaps should not be because of the total time involved.

GALVESTON

June Sale, Maxine Davis, Jim and Charlene Nicholie, Helen Howard and Pam Hasegawa attended the conference in Galveston, Texas in November. The conference dealt with the placing of students in different places in the community with benefits for student as well as the community.

Our group helped present the workshop concerning the students in Family Day Care. They felt the workshop was well received on the whole and that it was helpful for the staff themselves to talk about the student in Family Day Care to see whether the program was benefiting the student, family and community equally as it was intended to do.

Besides presenting this workshop they attended others as well. Jim attended one entitled "What is Quality in Day Care?" which dealt mostly with institutionalized day care. However, June and Jim were there to emphasize Family Day Care as well.

Pam felt very encouraged about the growing concept of treating entire families when there is a physical or emotional sickness rather than the "sick" one only. A new idea in family counseling is for several families to go camping (along with professionals) and work and live together.

A tidbit brought back: A child who is read to while snuggled close to his parent (or substitute parent) from the age of one year cannot help but love books as he grows up.

STAFF

Dianne Wilgen, Editor		795-0034
Mattie Doss	Helpful Hints	681-5977
Vicki Felts,	Book Review	792-4453
Ramona Grooms	Grafts Ads & Menus	797-0916
Liz Koochoo	Problem Sharing	681-4362

Production: Mary Beth Goodman, Antoinette Koltaj, Josephine Lee, Lilliam Nash.

The next publication date will be January 4, 1973. Please submit material you wish printed to the appropriate people by December 22, 1972.

This bulletin is published monthly by WATCH, Women Attentive to Children's Happiness, an Organization of Day Care Mothers and others interested in the development of young children.

FOUNDED BY FRIENDS
PACIFIC OAKS COLLEGE
CHILDREN'S SCHOOL
714 W. CALIFORNIA BOULEVARD • PASADENA, CALIFORNIA 91105

WATCH (Women Attentive to Children's Happiness) is an organization of Family Day Care Mothers which presently is sponsored by Pacific Oaks College. Family Day Care Mothers care for children in their own homes and thus provide a valuable community service. These women work long hours and receive very low pay. They have high overhead expenses for items such as food, clothing, children's furniture and toys.

Pacific Oaks College encourages local merchants to grant a discount to WATCH organization members in order that the quality of Family Day Care can be improved in the Pasadena area. Merchants providing discounts will receive free publicity among the Pacific Oaks College community and a list of stores participating in this program will be published in the monthly WATCH Newsletter.

Thank you for your cooperation.

Sincerely,

E. Robert LaCrosse, Jr.
President, Pacific Oaks College

December 1, 1972

W A T C H

Day Care Mother's INFORMATION SHEET

Name _____ Age Range _____

Address _____ Telephone _____

Nearest Cross Street _____

Years of experience as a Family Day Care Mother _____

PLEASE CHECK THE APPROPRIATE BOX:

Day Care Mother is

- ☐ Located near a school. Name of school _____
- ☐ Located near or on a bus line.
- ☐ Driver's License. ☐ Will provide transportation in special situations?
- ☐ Has children of her own living at home
  Number _____ Ages _____
- ☐ Does not have children of her own.
- ☐ Has children of her own who are no longer living at home.
- ☐ Has the following pets: _____
- ☐ Has a yard. Is it fenced _____

Nationality (optional) _____

Speaks the following languages: _____

☐ Will provide a meal. ☐ Prefers not to provide a meal.

Will provide day care from _____ a.m. p.m. to _____ a.m. p.m.

The hours indicated above are ☐ Flexible ☐ Not Flexible

Will provide care ☐ on Weekends ☐ at Night ☐ on Special Occasions

Day Care Mother prefers to accept children in the age range indicated below:

_____

Current number of children in home _____ Maximum number accepted _____

Brief description of play equipment available: _____

_____

_____

APPENDIX F

WATCH

c/o Pacific Oaks College
714 West California Blvd.
Pasadena, California 91105

An Organization Promoting Quality Family Day Care

January 31, 1973

Dear WATCH Member:

People seeking information about family day care frequently have called our office in the past. A staff member (usually Maxine) has given such people general information about family day care and the WATCH organization. Because of legal restrictions, we never have been able to make actual referrals to specific family day care mothers. However, as a result of the information we have given, many FDCMs have received new day care children.

Now that the Community Family Day Care Project is ending, WATCH will continue to provide this information. Joyce Ackerman has volunteered to coordinate this information for WATCH. If you would like your name included on the WATCH information list, please fill out this form and return it to Joyce in the stamped, self-addressed envelope which we have included.

We want to emphasize that this is not a referral service; however, WATCH will be providing a needed community service by supplying general information to parents who are seeking day care. Although Joyce has volunteered to coordinate this information, there still are many operating expenses involved. WATCH urges you to contribute what you can so that we may continue.

If you have further questions, please call a staff member at the office--793-5563.

The new phone number for WATCH and family day care information will be 794-8788. Please ask for Joyce Ackerman.

Sincerely,

Lee

Lee H. Staples, Staff
Community Family Day Care Project

LHSnbp

WATCH

An Organization Promoting Quality Family Day Care

WATCH

c/o Pacific Oaks College
714 West California Blvd.
Pasadena, California 91105

W A T C H

(Women Attentive to Children's Happiness)

October 10, 1972

Ms. Barbara Northern
Chairman, Vulnerable Children's
Task Force
% Regional Planning Council-United Way
443 East Foothill Blvd.
Arcadia, California

Dear Ms. Northern:

Having reviewed the goals and high ideals of the Vulnerable Children's Task Force, and being in agreement therewith, the membership of WATCH is happy to express our approval of your Project and tell you we are interested in helping you carry out that Project in any way we can.

Our highest hopes are with you in the realization of your objective.

Sincerely,

Lynda Hammons,
Corresponding Secretary

728 North Los Robles Avenue
Pasadena, Ca. 91104
793-5563

APPENDIX H

FOUNDED BY FRIENDS
PACIFIC OAKS 714 W. CALIFORNIA BOULEVARD • PASADENA, CALIFORNIA 91105
COLLEGE
CHILDREN'S SCHOOL

COMMUNITY FAMILY DAY CARE PROJECT
714 NORTH LOS ROBLES
PASADENA, CALIF. 91104
(213) [illegible]

September 8, 1972

Dear

Child Development classes for family day care mothers will begin on Tuesday, October 3, and run through January 18, 1973. Due to the number of people who indicated a preference for a class in Child Development instead of the regular Center Meetings, we will offer two types of classes. Here is an explanation of the classes and the dates they will meet so that you can study them and decide which will meet your needs and fit into your fall schedule:

The first class will have a Seminar format and will meet a total of four times per month. Class sessions will be on Tuesday and Thursday mornings of alternate weeks of the month. Through class discussions, films, guest speakers, community resources, and outside readings, we will cover the growth and development of the child and his relationship to the FDCM, his parents, siblings, and the community in which he lives.

The second class will have an Independent Study format and will meet on Tuesday and Thursday mornings one week of the month. There will be a total of two sessions per month for this class. Both classes will cover the same material. Since the Independent Study group will have fewer class meetings, they will be expected to do more outside reading and perhaps an invidivual project. Although staff will always be available, there will be times when you will be working on your own.

Because the Project budget is limited we will not be able to pay consultant fees to the FDCMs enrolled in the Child Development classes; however, funds will be available for child care fees.

Please study the enclosed schedule. We will be contacting you soon.

Sincerely yours,

Community Family Day Care Project Staff

encl.

SEMINAR

1972	October 3	Orientation
	" 5	Pre-natal
	October 17	Birth- Six months
	" 19	" " "
	October 31	Six months- One year
	November 2	" " " "
	November 14	One year - Two years
	" 16	" " " "
	November 28	Two years - Three years
	" 30	" " " "
	December 12	Three years - Four years
	" 14	" " " "
1973	January 9	Four years - Five years
	" 11	" " " "
	January 23	Wrap up
	" 25	" "

INDEPENDENT STUDY

1972	October 10	Pre-natal- One year
	" 12	" " " "
	November 7	One year - Two years
	" 9	" " " "
	December 19	Two years - Three years
	" 21	" " " "
1973	January 2	Four years - Five years
	" 4	" " " "

CENTER MEETINGS

1972 October 26
November 21
December 7

1973 January 18

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